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ABSTRACT

Basic information for the development of a consumer and homemaking experience-centered program in the elementary school is provided in this resource guide. Content is presented in outline form to facilitate use by both educators who do and do not have homemaking teachers on their staff. The following sections are included: (1) the homemaking program in operation, (2) evaluation and the homemaking program, (3) a guide for planning homemaking experience based on characteristics of elementary school children, (4) the elementary curriculum with its implications for homemaking, (5) correlation of homemaking with the elementary curriculum, (6) one homemaking lesson has many learnings, (7) learning about fruits can be included in all elementary grades, (8) scope and sequence of the homemaking program by areas (basic concepts in foods and nutrition, basic concepts in clothing, basic concepts in family life, and basic concepts in housing), and (9) scope and sequence of the homemaking program by grades (K-6). References and aids are listed for teachers and students, and sections are included on elementary homemaking facilities and qualifications for an elementary homemaking teacher; a homemaking schedule form and homemaking experience plan form are provided. (TA)

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State of New Jersey
Department of Education
Division of Vocational Education

HOMEMAKING IN THE ELEMENTARY SCHOOLS

A Resource Guide For Classroom Teachers

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FOREWORD

Home and Family Living is the basis for many educational experiences in the elementary schools. The elementary school consumer and homemaking program is an experienced-centered program which is concerned with helping children in their daily living. The consumer and homemaking experience should contribute to the individual's developing personality by increasing their knowledge of many phases of living and by helping them to understand their part as a contributor to community, school and home life.

The elementary school curriculum is effective for the learner when all areas of learning are integrated to make a complete picture. Elementary consumer and homemaking should not be looked upon as a special subject but as an integral part of the curriculum providing experiences which will enrich and interpret what the pupil learns in all areas of the curriculum. This can be accomplished by having the homemaking teacher act as a consultant who works with classroom teachers at all grade levels, kindergarten through six, or by teaching scheduled classes in consumer and homemaking in grades four through six, and by acting as a consultant, or resource person, in grades kindergarten through three. The teacher can make significant contributions by carrying out consumer and homemaking experiences which have been planned cooperatively with the classroom teacher and which correlate, extend and enrich the regular classroom work and practice.

It is the purpose of this guide to provide some basic information for the development of a consumer and homemaking experience-centered program in the elementary school. Since it is the hope that the guide will serve all educators, both in school districts not having homemaking teachers on their staff as well as those who do, the outline form of organization has been used. Because of this dual purpose, it has been necessary to include information which might be of more value to one group than another.

In the preparation of this guide an attempt was made to answer questions concerning the organization, operation, curriculum, facilities and resources for such a program to insure the information presented would be in agreement with the most accepted philosophy of elementary education, the writers consulted with many elementary and home economics curriculum specialists and examined many elementary texts and reference books. As with any publication of this type, it should be considered just what it is, "A Guide." The publication is of value only when the reader makes use of the suggestions that are best for their pupils and is stimulated to discover additional home and family life experiences which will continue to enrich the total elementary curriculum.

The assistance and interest of many individuals contributed to the original writing and the revision of this guide. A special word of appreciation for Mrs. Suzanne Sickler Ohl, Director, Home

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THE HOMEMAKING PROGRAM IN OPERATION

A. Homemaking is an important part of the elementary school program because it helps to:

1. Contribute to the child's personality development.
2. Teach the child's role in school and home life.
3. Develop the child's appreciation of the family.
4. Enrich the child's learnings in other areas.

B. Homemaking can fit best into the elementary program by:

1. Meeting the everyday needs of boys and girls.
2. Providing experiences that are realistic and related to the ability of the child.
3. Integrating homemaking experiences with the rest of the curriculum.
4. Promoting better family living through the schools.
5. Contributing to special areas of learning as do art and music.
6. Having principals, classroom teachers, and homemaking teacher share the responsibilities for the planning and operation of the program.

C. Role of the homemaking teacher:

The homemaking teacher can be a resource person in homemaking. She should:

1. Help the classroom teacher to understand the aims and objectives of the homemaking program and the contributions that it can make to the total school program.
2. Assist the classroom teacher to carry out the homemaking program and be of special help to those areas in which the classroom teacher may not feel so adequate.
3. Provide ideas and suggestions for correlating homemaking experiences with the classroom program.
4. Guide the classroom teacher in choosing homemaking experiences that are suitable for the child's ability and follow a progression of learnings.
5. Work with the classroom teacher on the experience rather than taking over the class.
6. Be available in the school on a flexible schedule to work with a class as needed.

The homemaking teacher can be considered a special learning resource as are art, music and physical education. She should:

1. Provide homemaking experiences that correlate with, extend and enrich the regular classroom program.

2. Choose homemaking experiences that are suitable for the child's abilities and follow a progression of learnings.
3. Schedule classes on a regular basis in a specific area sometimes away from the regular classroom.
4. Be responsible for the experiences with help from the regular classroom teacher when necessary.

The homemaking teacher should:

1. Help to organize and maintain the homemaking equipment in the school. When necessary, demonstrate the proper use and care of new equipment to the classroom teacher.
2. Help to organize and maintain the home economics resources available to teachers. Suggest new materials; explain how they may be used and where they may be obtained.
3. Provide opportunities for elementary students to share learning experiences with others through displays and other activities.

D. Role of the classroom teacher. Since the classroom teacher knows the pupils best, she is the "key" to successful home-making experiences. She should:

1. Help the homemaking teacher to know her pupils.
2. Plan with the homemaking teacher the kinds of experiences that best will meet the needs of the boys and girls in her class.
3. Plan experiences far enough in advance so that the homemaking teacher can be prepared.
4. Relate the homemaking experiences to other class experiences as the opportunity arises.
5. Share the responsibility for completing and evaluating the homemaking experience.
6. Inform the homemaking teacher about the "mechanics" of scheduling the homemaking experience.
 - a. What problem is to be considered.
 - b. With whom she will work
 - c. What materials she should have available.
 - d. How she is to work.
 - e. How much time she has and how many lessons should be planned.
7. Be responsible for notifying the homemaking teacher when a scheduled class cannot be held.
8. Be responsible for all equipment used in the absence of the homemaking teacher.

E. How the homemaking program functions:

1. How the homemaking program functions will be determined by the type of organization, facilities, and personnel within the school or school system.

a. Consultant type program - the homemaking teacher has no regularly scheduled classes but works on call with all grades. The curriculum is organized around the problems of the learner.

- (1) The homemaking teacher would be "on call" in a school on an assigned day. If she is not needed there, she would be free to work in another school.
- (2) The classroom teacher would plan - in advance and in cooperation with the homemaking teacher - the experiences for her class and reserve the necessary time on the homemaking teacher's schedule.
 - The schedule might be posted in the principal's office for easy reference.
 - See appendix for samples of "Schedule and Experience Plan".
- (3) The principal should be responsible for notifying the homemaking teacher at least a week in advance what services and experiences she will be providing in his school.
- (4) The homemaking teacher should feel free to visit those classroom teachers not requesting her services and offer suggestions as to how the program might be of help to them and their classes. The principal should inform the classroom teachers that the homemaking teacher will be doing this. As a beginning, the homemaking teacher might study what the teachers and children are doing to see what she can contribute.

b. Departmentalized type program - the homemaking teacher is the specialist who teaches scheduled classes in homemaking.

- (1) The homemaking teacher would plan with the classroom teacher the homemaking experiences for her class. Where possible these experiences should correlate with, extend and enrich the regular classroom program.

(2) The homemaking teacher might have some free time during the day when she could serve as a consultant. (See above - a.)

2. The homemaking facilities in the schools have been planned to increase the effectiveness of the program. In many of the schools these facilities have been located in a Related Arts room. Here an entire class, or a committee, can meet to participate actively in the learning experiences. For schools where a Related Arts Room is not available or for those times when homemaking experiences can be done effectively in the classroom, portable equipment - oven, burner, sewing machine, etc. - and paper supplies are included in the facilities.

3. Care of the homemaking facilities.

The primary purpose of the homemaking facilities is to provide first-hand learning experiences for the children in the schools. To be effective these facilities must be available and in good condition when the need arises. The responsibility for their care is shared by the entire school personnel. The homemaking teacher will help to maintain the equipment in each school. She will be glad to demonstrate the proper use and care of the equipment and help to teach the children good work habits and standards. The classroom teacher, principal, and custodians are responsible for all facilities used in the absence of the homemaking teacher.

4. Professional services that a classroom teacher might expect from the homemaking teacher include assistance with:

- a. Information concerning foods, clothing, family life and housing.
- b. Methods of teaching.
- c. Learning experiences in homemaking.
- d. Correlating homemaking experiences with other curriculum areas.

5. Resources which might be available to a classroom teacher through the homemaking teacher (home economics supervisor, home economics office).

- a. Teaching resource units. See sample printing materials.
- b. Charts, posters, commercial materials in single or quantity lots.
- c. Supplies for homemaking experience.

- d. Visual aids such as filmstrips, slides, mounted pictures.
 - e. Reference books, pamphlets, and materials on all areas of homemaking.
 - f. Exhibits and illustrative materials on selected subjects.
 - g. Homemaking newsletter containing information about homemaking experiences taking place in the schools and suggestions for other class experiences.
6. Supplies for homemaking experiences.
- a. The purchase of supplies for homemaking experiences will be determined by the procedure established by the local school system. One school system has developed a plan whereby a set sum of money is allotted for each child in the school. This becomes the homemaking budget for the year. Supplies are purchased centrally in quantity lots and then charged to the individual schools as used.
 - b. Children might be asked to contribute supplies for the homemaking experience. This could be done by sharing the cost of supplies or by bringing in the supplies from home. Arrangement for doing this should be made in advance and cleared with the administrators in charge.
 - c. Many opportunities are available for obtaining supplies free of charge through friends of the school. (Ex. discarded nylon stockings, drapery and upholstery fabric remnants, etc.)
 - d. A guide for determining what supplies provided by the home economics department might be:
 - (1) For cooking lessons - all necessary groceries.
 - (2) For class luncheons or special parties - may provide some of the groceries.
 - (3) For simple parties having only a snack for refreshments - may provide all necessary groceries.
 - (4) Class instruction or class projects to stay in school - all necessary materials.
 - (5) Students projects for own use or for gifts - pupils furnish necessary materials or purchase from school at cost.

EVALUATION AND THE HOMEMAKING PROGRAM

Evaluation is an important part of any educational program. It should be a continuous process helping to give purpose and direction to the program. It should be considered a part of the total learning experiences with adequate time being allowed for teachers and pupils to participate in it together.

Evaluation in homemaking education is concerned with the pupils, the program, and the teachers. It can be considered successful if:

A. The pupil is able to:

1. See the purpose of the homemaking experience and understand how it enriches his other curriculum learnings and contributes to his daily living.
2. Apply what he has learned to daily living.
3. Judge how well he did and learn how he might do better.
4. Improve behavior and habits thus becoming a better family and community member.
5. Develop values to assist him in more successful daily living.

B. The program and experiences are:

1. Those which will help the pupil in his daily living.
2. Planned to aid in teaching the pupil his role in school and home life and to develop an appreciation of the family.
3. Realistic and related to the ability of the child.
4. Integrated with the rest of the curriculum.
5. Able to contribute to other areas of learning.
6. Concrete experiences which will facilitate concept development in the different areas of the curriculum.
7. Planned to follow a progression of learnings.
8. Principals, teachers, pupils, and parents participate in the program.

C. The teachers are able to:

1. Understand the objectives of homemaking education and relate the homemaking experiences to the other curriculum learnings.
2. Choose homemaking experiences that are suitable for the child's ability and follow a progression of learnings.
3. Plan all lessons to have purposeful learning experiences.

4. Use appropriate teaching methods and resources for each lesson.
5. Share the responsibility of the homemaking program.
6. Utilize the services and facilities of the home-making department to advantage.
7. Evaluate together the experiences done in homemaking.

A GUIDE FOR PLANNING HOMEMAKING BASED ON CHARACTERISTICS OF ELEMENTARY SCHOOL CHILDREN

The successful elementary homemaking program provides experiences that are realistic, related to the ability of the child, and follow a progression of learnings. The curriculum should be related to what is known about ages and stages of growth, but it must establish guides and suggest practices helpful to the teacher in planning learning experiences of real meaning to children.

The wise homemaking teacher utilizes the research that has been done by specialists in the field of child growth and development. She knows that growth is a continuous, but uneven, process and that it is different for each child. She also realizes that within each class there is a range in mental, physical, emotion and social abilities and that this range continues to widen during each succeeding grade.

The guide on the following pages has been developed to aid homemaking teachers in understanding the elementary school children with whom they will work. It, also, shows how the characteristics and needs of these children form the basis for the great variety of homemaking experiences that can be given to the boys and girls in the elementary schools.

CHARACTERISTICS OF KINDERGARTEN CHILDREN

5 year - olds

General:

- Alive, eager, noisy, and active; activity not highly social; like to go from one activity to another
- Have better control over large muscles than small ones; not ready for complicated skills and small muscle coordination.
- Cooperative; want supervision; like to have approval; blame others for own misdeeds; decide quickly what they want
- Like to have things go smoothly; interested in immediate and realistic experiences; still in "I" stage
- Play well with other children if groups are kept small; imaginative play in which each child plays his individual role; like activate a story
- Not much interested in physical differences between sexes; not as interested in own name or names of others - more important is his age or what he is doing; usually no concern about racial differences; have concrete, down to earth fears

School:

- Build with blocks; mold objects with clay; like to color within lines; paint at an easel; like to cut and paste simple things even though not adept
- Sometimes take their products home from school
- Like to identify repetitious phrases, words, letters; print first name
- Count by ones; count objects; name coins; like to copy numbers
- Sensory motor equipment not ready for reading - far sighted

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Kindergarten Children

Clothing:

- Need reminder to wash hands before meals
- Can scrub fingernails but can't cut or file them
- Dress self completely; (might not tie shoe laces); mother might select clothes and lay them out
- Proud of own appearance and nice clothes but are careless about taking care of them
- Can "sew" wool through a card by turning it over

Foods:

- Breakfast is poorest meal
- Child will clean his plate if given small servings
- Prefer meat, potatoes, raw vegetables, milk and fruit; dislike cooked root vegetables, gravies, and casseroles
- Talking interferes with eating
- Enjoy exploring new foods and food experiences

Family:

- Strong feeling for family; like to be with family; enjoy family picnics and holiday celebrations
- Mother is center of the child's universe; may be very proud of mother
- Fond and proud of father; may obey him better than mother
- Girls like to care for younger siblings - should not be given too much responsibility as they are not too dependable
- Need to be reminded about manners - "please," "thank you"

Home:

- Like to help mother around the house; like to do errands around the house
- Play centers around a home as they imitate adult activities
- Like to go shopping with mother
- Interest in money not strong; like to pay the man in the store or restaurant

CHARACTERISTICS OF FIRST GRADE CHILDREN

6 year - olds

General:

- Very active; in almost constant motion; often clumsy
- Highly emotional; self-assertive and aggressive; want and need to be "first"; enjoy competition if they win (will cheat if necessary)
- Need praise and approval; punishment does not improve behavior - may respond to isolation; need extra chances; need clear and simple directions in advance to get started in right direction.
- Better at accepting blame for big things than for small
- Much group play; imaginative play of house, store, etc.; interest mostly self-expressive; little solitary play; often play with a constant friend
- Like to do things "just like Mommy and Daddy"
- Short attention span so activity needs to be one that can be completed in a short period; sometimes waste time
- Name is important - write name on products - like to put name in books and pamphlets.
- Understand seasons in terms of activities suitable for them
- Becoming more independent at following directions.

School:

- Need a flexible school program; activities to give them a feeling of success; getting ready to handle numbers, read, write
- Attempt to use tools and materials; can join boards and make simple structures; beginning to use pencil crayons as well as wax crayons for coloring and drawing; cut and paste
- Like to write on blackboard
- Like to take products home to show parents
- Like to be read to; recognize words, phrases, sentences; like poems about "sounds the letters make"; print most of capital letters and some words; print first and last name

- Write from 1-20; count to thirty; name coins and numbers; add and subtract within twenty; group objects; use simple measurements - pint and quart/centimeter and meter
- Tell time to half-hour and hours
- Picture book interest in children of other lands
- Like to read short story books to the rest of group
- Calendar - day, week, month, year
- Explore geometry - number line, lengths on ruler (inch and half inch)

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
First Grade Children

Clothing:

- Need to be reminded to wash hands
- Dress self completely; mother might select clothes and lay them out
- Have a pride and interest in clothes, what to wear for different seasons and weather; need help with caring for clothes; use mirror
- Accessories frequently lost
- Can use large needle and stitches - running stitch as decoration

Foods:

- Breakfast poor meal
- Eat often; need mid-morning snack
- Prefer meat, potatoes, milk, raw vegetables, peanut butter, ice cream, candy; dislike cooked vegetables and desserts
- Like foods plain; texture is important
- Finger foods preferred
- Sometimes willing to try new foods; like parties
- Feeding animals helps to show relation of food to growth
- Work in groups to prepare simple foods; often helps poor eater to develop an interest in food
- Table manners poor; spills food; stuffs mouth; awkward in use of knife

Family:

- Expanding environment; home, school, community relationships important
- Don't give much thought to the concept of family (child too egocentric); in school learn about other families with different standards and ways of doing things; enjoy family secrets
- Mother is no longer the center of the child's world - child himself now holds this position; relation with mother most difficult
- Father is an important figure - interested in his many roles
- Want a new baby; interested in the origin of babies; difficult to accept a new baby in family
- Quarrel with older siblings

Home:

- Like to have many possessions but don't take care of them
- Interested in things money buys rather than in money itself; little sense of values so need help in planning what to do with money; on shopping excursions must buy something
- Want allowance - will work in return; parents can motivate saving
- Difficulty in making decisions - need guidance in planning activities

CHARACTERISTICS OF SECOND GRADE CHILDREN

7 year - olds

General:

- Reaching out for independence; need encouragement
- Sensitive to praise and blame; easier to discipline; not as boisterous and rebellious; little sense of humor; realize being "bad" spoils things; directly accuses others
- Absorb impressions from what they see, hear, do; apt to identify self with characters read about
- Muscle coordination better but frustrating if too exacting
- Want and accept responsibility but often forget; may like things orderly and attractive but does not share
- Play in pairs or groups; make rules and insist on taking turns, fairness important; beginning of real cooperation; learning to lose but must win in end; prefer older playmates; largely ignore sex lines in play groupings - may be last age when boys and girls play together regardless of sex lines

School:

- Learn best in concrete terms and in situations where they can be active in learning; interested in relationships with-in home, school and community - not ready for study of far places and times; greater interest in activity than in end product
- Developing sense of completion; impatient in demands for help from teacher
- Bring fewer things from home; accumulate products in desk and take home occasionally
- Increasingly skillful in handling tools and materials and playing games
- Can read sentences; print or write words and sentences in capital and small letters
- Some beginning to write by cursive method
- Count to one hundred by one, five and by two to twenty; write one to twenty; name coins and pennies in each; add and subtract within twenty; use fractions of $\frac{1}{2}$ of a unit or group; tell time by quarter hour and smaller

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Second Grade Children

Clothing:

- Variable in interest in personal appearance; need help with care of hair; can take care of shoes
- Slow in dressing
- Not much interested in clothes
- Careless about care of clothing
- Enjoy sewing - quick project to hold interest - enjoy needlework

Foods:

- Interested in "Clean Plate Club"; begin to accept disliked food
- Prefer milk, meat, sandwiches, peanut butter; dislike strongly flavored foods, especially vegetables, cheese
- Can plan and prepare simple snacks and foods
- Better table manners; use implements well; prefer napkin beside plate to use as needed
- Can set table with some confusion about silverware placement

Family:

- Serious about concepts of home, family and government
- Interested in finding "his" place as a real family member; might feel "he" is adopted
- Very proud of home and family possessions
- "We" age for mother and child
- Chiefly good with siblings; jealously at times causes disagreements; like to invite brothers, sisters to class to share experiences
- Intense longing for new baby of own sex in family; interested in baby's growth, what it eats, size, what it costs

Home:

- Ready for responsibility; like to help at home; better at helping than doing things alone
- Lose things easily - need help in storing possession
- Increased interest in money and what it does; know money and how to ask for change
- Want an allowance; may save for bigger items
- Like to telephone friends and write letters to friends

CHARACTERISTICS OF THIRD GRADE CHILDREN

8 year - olds

General:

- Emerging from the egocentric stage; personality is more expressive; trying self against environment; want to be like an adult
- Beginning to recognize self and differences; try to live up to standards of others
- Show more enthusiasm and judgment in what they try to do
- Time is important to them; can't wait for future events
- Like to do things neatly but sometimes in too much of a hurry
- Increase of speed and smoothness in fine motor performances
- Most can accept a fair amount of responsibility
- "Gang life"; influenced by peer group beginning
- Group play better; more cooperation; best friends attitudes important; can sometimes lose gracefully; realize role in group depends upon abilities and limitations
- Good company manners away from home
- Increased interest in distant and long ago people and places

School:

- Like to help teacher; want teacher to enjoy activity with them and have a turn; teacher handle problems with humor and control child by her silence
- Better able to understand foreign countries and world relationships; interested in primitive people and times past; interested in reading books on these topics
- Eager to verbalize and respond; mechanics and reading for meaning now in better balance; use table of contents and index
- Able to write several sentences and both names with good spacing and correct use of capital and small letters
- Count by three's to thirty and four's to forty; learning to add and subtract one to three digit numbers requiring borrowing and carrying; simple multiplying; fractions of $\frac{1}{2}$ and $\frac{1}{4}$; interested in weights of people and things; interested in money and relative value of coins

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Third Grade Children

Clothing:

- More pride in personal appearance; need help and reminder with cleanliness; shampoo hair and cut nails
- Some able to take full responsibility for care of clothing, some careless
- Interested in buying and selecting clothes, especially fabric and why clothes are warm and cool
- Can hem a straight edge
- Like to make gifts for family

Foods:

- Picking up good food habits
- Can plan balanced meals and have a knowledge of healthy foods; can plan and prepare simple meal; can plan as a group - centerpiece, what to serve for snack and supper
- Express "love" for certain foods; prefer plain foods; dislike sauces
- More ready to taste things; judge food by its odor
- Need table manners stressed; variable manners, poor at home and good out; less frequently need to use fingers; cut meat with a knife even though not skillful
- Interested in trips to bakery, mill, dairy

Family:

- Trying to make concept of family really work; interested in family background
- Interested more in mother than in family as a whole; what mother does and thinks is important
- Child's best responses may come with his father at this age poor sibling relationship - too strict in caring for them
- Warm and loving interest in babies; understand the slow growth process within mother
- Aware of orderliness; like award system; do best when helped at start and told how to act

Home:

- Like to earn money at home; can manage own money; will save for bigger items; realize differences in price of items
- Age of collecting and bartering
- Can make grocery order and buy groceries for class luncheons with supervision
- Will do things at home for pleasure

CHARACTERISTICS OF FOURTH GRADE CHILDREN

9 year - olds

General:

- More responsible, independent, and cooperative (more evident at end of year)
- Want to feel an important and useful member of family group
- More skillful; work and play hard until exhausted; eyes ready for close work with little strain
- Need one special friend of same age as well as group of friends; less interested in relations with friends and more in what they do together; gang or club important; values of group often more important than those of parents or teacher
- Becoming aware of opposite sex (girls are more open about this than boys)
- Some enjoy competition

School:

- Interested in the expanding community life; cultures outside of own world and understandings; strong interest in details of life in foreign countries and primitive times
- Like to contrast present with past - how did things start and why are they like they are, especially the beginning of creation
- Individual variations in skills of eyes and hands
- Talk at home about a few school activities or a special event
- Work for longer periods of time and may be unwilling to stop
- Utilize dictionary; increase in speed and volume of writing
- Good with arithmetic skills; use fractions and measurements; do long division; can keep accounts and records

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES
for
Fourth Grade Children

Clothing:

- Dress rapidly; not careful about care of clothing with some exceptions
- Can be taught about becoming and appropriate color combinations and choosing clothing for hobbies
- Can cut out and sew simple garments
- Can knit, weave, embroider, work with felt and yarn

Foods:

- Prefer plain foods; more sweets and desserts in meal; may refuse food cooked in new ways
- Like to read cook books and prepare foods - often purchase cookbooks
- Prepare for school snack
- Nutritious meals and holiday foods are good experiences
- Animal experiments good to show differences foods make in the body
- Eating much neater; control of implements good; need help with use of knife

Family:

- Need to respect child's increased maturity
- Concept of family important; sensitive as to how family and possessions compare with those of others; need help to get along with people who are different than they are
- Variable feelings about doing things in family; best relationships with parents in regard to some activity which really interests both
- Need to be reminded but like to do tasks for pleasure
- Good with younger children

Home:

- More dependable and responsible; like activities that can be used at home - records, accounts, do own shopping for gifts
- Interested in cost of things; less interest in allowance; can save money for costly items
- Interested in collecting; club activities are important

CHARACTERISTICS OF FIFTH GRADE CHILDREN

10 year - olds

General:

- Show greater degree of responsibility, dependability, and reasonability
- Sense of right and wrong
- Capable of prolonged interest

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES for Fifth Grade Children

Clothing:

- Care of self and clothing
- Girls - how to dress attractively; boys - cleanliness and the scientific aspects of clothing; how made and from what
- Able to sew on snaps, buttons and mend
- Boys enjoy using the sewing machine
- Girls knit; sew for themselves and for dolls

Foods:

- Inclined not to eat a nutritional breakfast
- Prefer meat, potato, raw vegetable; dislike mixed dishes
- Have soda, cookies, and fruits for snacks
- Enthusiastic about cooking; likes to prepare special dishes for family members
- Can plan, buy, prepare food for meals, parties with supervision

Family:

- Interested in people, community, country, world; emotional attachment for country
- Closer relation with family; need family activities
- Child satisfied with both parents
- Get along better with siblings

Home:

- Casual about money - more stress needed on saving
- Not good at helping at home - need methods for making work easier; work better away from home

CHARACTERISTICS OF SIXTH GRADE CHILDREN

11 year - olds

General:

- Strongly individual; many different levels of physical development and temperament
- Vague ideas about abstract issues relating to adult life
- Prestige more important than adult approval
- Competition is keen; will submerge personal ego for good of team

A GUIDE FOR PLANNING HOMEMAKING EXPERIENCES for Sixth Grade Children

Clothing:

- Need to improve personal appearance - posture, care of hair, simple manicure, and general cleanliness; less resistance to taking a bath
- Clothing problems - relation to beauty and health; under-clothing selection of clothing for school
- Need to learn to press and launder clothes; simple mending
- Girls more interested in sewing clothes

Foods:

- Eat more
- Very enthusiastic about cooking; center cooking experiences around foreign countries
- Begin to understand function of food in body and able to plan nourishing meals
- Animal feeding experiments of interest
- Often have problems with the family at breakfast time with the result that breakfast is not eaten

Family:

- Strong family feeling
- Important to child who has begun to mature to escape from too much adult domination
- Need to have a say in deciding what is to be done; often have too much to say
- Critical of younger brothers and sisters

Home:

- More interested in and careful about money; more apt to spend than save
- Worse about helping at home; likes room messy
- Care of kitchen equipment and home appliances can be taught; may stimulate interest in doing more at home

THE ELEMENTARY CURRICULUM WITH ITS IMPLICATIONS FOR HOMEMAKING

The elementary school curriculum comprises the school experience which children undergo to improve living now and in the future. It is organized to encourage and promote the continuous growth of children. It takes into consideration the fact that a child grows and learns according to his educational capacity and potential and that children differ in their readiness to learn the basic concepts in the various subject areas. As a child progresses from kindergarten through grade six, the curriculum should reflect the provisions that have been made to meet his changing needs.

The summary on the following pages outlines SOME of the basic concepts or learnings which might be taught in the different elementary schools. The placement of these basic concepts might differ in some schools depending upon their curriculum organization. The important thing is that the homemaking teacher remembers that this summary should be used as a guide since EACH CHILD'S individual abilities and needs influences what is to be taught to him in each grade. His classroom teacher evaluates his growth and development at the beginning of the school year and plans the experiences which will help him to continue along a progression of learnings. It is through various groupings within the regular classroom that provision is made to handle the wide variations that exist among children of the same age. The homemaking teacher will want to develop concrete experiences which will facilitate concept development and affect interest and attitudes toward learning for each child at every stage of development.



Learning from other areas, mathematics, reading, social studies and language arts, are reinforced in home making classes.

KINDERGARTEN

Curriculum Learnings:

- Routines; accept responsibilities; follow directions; common courtesies; cooperation; respect; self-control
- Immediate environment of child - units on home, school, pets farm, neighborhood, holidays, friends, seasons, store
- Good health practices; safe ways to go to school; healthful snacks
- Listen to stories and sound; printed words tell a story; sequence; read left to right
- Comparative concepts - more, less; count and measure real objects
- Curiosity about physical world - see, smell, taste, handle
- Get acquainted with music; wide range of art mediums

Homemaking Experiences:

- Felt Bookmarks - made for parent. Holes were punched in the felt, then children used yarn to form designs. End of yarn was wrapped with tape, thus eliminating the use of needles.
- Cupcakes for Thanksgiving - made from a mix and decorated with a sugar icing.
- Cookies for holidays - made from quick sugar cookie dough. Shaped by hands into faces or figures and then decorated.
- Pumpkin Pudding and Roasted Pumpkin Seeds - used the pumpkin and seeds from the class Halloween pumpkin. The pudding is easier for the children to make than is pumpkin pie. Cooked pumpkin is added to vanilla pudding.
- Cereal Tasting Party - cooked a variety of cereals and the children sampled one. Brown sugar, honey, and cinnamon sugar added interest as does the addition of nuts, raisins, and dates.
- Hot chocolate - using the milk snack provided daily.
- Tasting Parties - to awaken an awareness of differences in textures, smell taste - raw vegetables, cheese.
- Pudding - make a milk dessert as part of health unit.

FIRST GRADE

Curriculum Learnings:

- All people need food, clothing, shelter; many people help to supply these
- Use and care of tools; cleaning up
- Safety and health habits
- Getting ready to read, write, and converse; free conversation, likenesses and differences in pictures and word sounds and appearances
- Number concept and functions in everyday life; counting and adding; meaning of numbers
- Simplest way to make letters; manuscript writing using letters based on circle, half circle, and straight line
- How, what, why about the physical world
- Sing songs by rote; in art, world usually represented through symbolism, sky may or may not be indicated at top of page

Homemaking Experiences:

- Breakfast Tasting Party - as part of the health unit teacher and class prepared foods children could prepare for themselves at home - frozen orange juice, instant cocoa or milk, cold cereal, toast
- Getting acquainted with the homemaking room - the children were taught names of equipment which correlate with sounds B M R S (example, - beater, mixer, roaster, spoon).
- Cornbread - as part of the unit on "Thanksgiving and the Indians."
- Marmalade for a gift - learned names of five citrus fruits. Painted baby food jars to hold marmalade.
- Popcorn balls - for Christmas gifts. Teacher demonstration; colored the syrup red and green. The children wrapped the balls in waxed paper.
- Burlap mats - for gifts. Mats 12" x 18". Did a center design with a running stitch border; edge fringed.
- Butter, Ice Cream, Eggnog - as part of the unit on the "Farm."

SECOND GRADE

Curriculum Learnings:

- Broader view of community and community workers and helpers - people, stores, safety, courtesies
- Nourishing foods for children; breakfast and noon meal
- Basic reading skills; simplest type sentences; capitals
- Use simple scientific method of problem solving
- Singing, Moving, listening to music; playing instruments
- Symbolic stage in art; work more detailed; like to have materials to express ideas

Homemaking Experiences:

- Breakfast unit - as part of health unit. Children planned and prepared foods they could prepare at home for themselves with adult help - juice, cocoa, cereal, toast, pancakes, waffles.
- Grape jelly - for gifts. Made from grapes (fruits of harvest) or frozen juice. Decorated the jars.
- Tutti-Fruitti Bars - for gifts. Worked in two big groups with a teacher in each group - could be done in homemaking room or classroom.
- Burlap mats - for milk containers; 5" squares. Did blanket stitch and fringed edges.
- Candied apples - for Halloween. Used carmel candy recipes. Children brought apples. Worked in groups. Had apples for the class party.
- Coconut pudding - as part of a social studies and health unit. Make a milk dessert. Used fresh coconut with corn-starch pudding. Could use instant pudding and do it in the classroom.
- String popcorn and cranberries - how to pop corn, the Colonial decoration for the Christmas tree.
- Machines in the home - compared effort needed to beat an egg with a fork and with an egg beater.
- Holiday decorations - simple sewing
- Bread making - make simple yeast bread as part of social studies unit on community.

THIRD GRADE

Curriculum Learnings:

- Early American life - Colonial, Pioneer, Indians
- Larger community and community-wide functions and activities; How alike and how different; interest in rules and codes; work and live together
- Better health habits, especially food; beginning of team activities
- Small muscles ready for cursive writing and some types of weaving
- Use of dictionary; table of contents; new words, dramatization
- Mathematics related to child's experience; number concepts, place values; make change within limits of one dollar; concept of "times as many"; simple fractions with whole; enlargement of concepts of value, size, distance; tell time; read thermometer
- Greater interest in the physical world
- Begin elementary musical notation; printed page of music
- Symbolic stage to representational stage in art; use of color more realistic
- Begin to use routines more efficiently

Homemaking Experiences:

- Bread - study of wheat in social studies. Worked in classroom to make dough, let it rise, shaped into loaves, and let rise again. Several students took it to homemaking room to bake.
- Milk units - as part of the social studies. Discussed sources, care. Made - banana milk drink, cottage cheese, butter (ate on crackers).
- Knitted squares - to make coverlets for kindergarten.
- Needlework Projects - crochet granny squares, simple embroidery, rug making
- Felt scissors cases - to keep scissors in desk. Decorated in own designs. Used sewing machines under close supervision.

- Puppet clothes - made heads in art class. Children brought old fabric and decorations from home to make the clothes. These were done on the sewing machine. The finished puppets were used to entertain the younger children with a "Family Relations Puppet Program."
- Colonial activities - prepared foods, soap, candles, and made a quilt to demonstrate home and family life in Colonial days. The soap experience has been found to be an excellent science project. The quilt utilized arithmetic problems when designs were made of squares, rectangles, triangles which had to be sewed together into one quilt.
- American Indians life - prepare cornbread as part of unit on the colonies and the Indians.

FOURTH GRADE

Curriculum Learnings:

- Other lands and the child's home state; men's customs and habits today are different in many respects from those in past; character development and moral and spiritual values
- Creative expression in writing; physical parts of a book; use reference books; card catalog; write short stories and reports
- Roman numerals; fractions; change within limits of five dollars; square, rectangle, circle; comparison - 24 inches or 2 feet; express fractional parts of one unit of measure as an integral part of small unit - $\frac{1}{4}$ gallon = 1 quart
- Facts regarding man's dependence upon natural laws, controlling and improving environment; trend of interest is towards realism
- Important music year
- Art experience are realistic in nature; attention to small details

Homemaking Experience:

- Luncheon - included a study of nutrition, health and arithmetic. Studied the four food groups, planned the menu and work schedule, set the table, purchased the food, prepared the food, and served the meal. The class was divided into four working groups.
- Simple home projects - for gifts. Sewed together by hand or machine include needlework projects. Pillows, pot holders, aprons, pictures
- Dress dolls - part of unit in social studies. Dressed in costumes of different periods of history.
- Amazon Tasting Party - committees studied clothes and food of the Amazon people. Prepared pineapple tapioca, manioc bread, mangoes.
- Norwegian Breakfast - included a study of customs, manners, recipes, decorations, costumes. Prepared and served fish chowder, fruit soup, cheese, flat bread. A mother wore her Norwegian costume and demonstrated the making of a Norwegian dessert for the class.

- Foods of New Jersey - committee studied the foods of the state; assembled recipes; went shopping for food; prepared and served the foods as a "State Luncheon." Each group was responsible for reporting on some phase of New Jersey Government. The Town Mayor and two town officials were guests at the luncheon.



The making of a product reinforces learnings in safety, cleanliness, measurement and sharing.

FIFTH GRADE

Curriculum Learnings:

- American life and life in different regions: Colonial, pioneer, U.S. regions, U.S. possessions, new states
- More about food and eating habits
- Individual reading; library skills; use reference sources; write friendly and business letters and poetry
- Units of length, liquid, measure, dry measure, time, counting, weights, money; fractional equivalents
- Interest in science continues toward realism
- Sing well in good tone quality
- Principles of design and art theory more meaningful, backgrounds and details more important; realistic use of color

Homemaking Experiences:

- Cookies and Baby Kimonos - made for Red Cross as a community service project.
- Cranberries - as part of study of holiday foods prepared in a variety of ways. Made cranberry and orange relish and cooked cranberry sauce.
- Alaskan Tasting Party - prepared salmon, sour dough pancakes and loganberry sauce.
- Textile Study - as part of social studies. Emphasis on cotton and wool, understanding of spinning, felting, basic weaves, chief characteristics of each. Children made own looms and art department helped in design and texture. Wove 12" x 18" mats and gave to Mother on Mother's Day.
- Spice - as part of social studies and arithmetic. Tasted different spices and prepared spice cookies. The cookies used five different spices, each calling for a different fractional measurement.
- Herbs - plant and care for an indoor herb garden. Use herbs in food preparation activities.

SIXTH GRADE

Curriculum Learnings:

- Cultural and ethnic background of American people; Western and Eastern Hemispheres; like stories of family life; people are alike in basic desires
- Household safety
- Nutrition
- Study skills; parliamentary procedures; writing well-organized
- Exact and relational thinking with numbers; use of measures extended in typical situation, including estimates
- Thinking more complex and scientific
- Chemical changes
- Moral and spiritual values important; good manners and courtesy
- Increased confidence in artistic expression; more critical and less imaginative

Homemaking Experiences:

- Breakfast survey - determined eating habits and the effect on health.
- Basic food groups - compared U.S. with other countries
- Class flag - designed as an art project. Made out of felt by the class. A school flag was also made in this same manner and is on display in the school auditorium.
- Eggs - discussed grading, food value, use. Prepare eggs in five different ways.
- U.N. Luncheon - included table decorations, costumes, invitation, foods of different countries.
- Graduation Dinner - planned menu for sixth grade dinner at end of year. Set the table and made attractive table centerpieces. A similar project was done in schools where class picnics were held instead of dinners. There the children prepared and served the food in addition to the planning.

- Demonstration of machines that help us in cooking - blender, mixer, toaster, electric frypan, deep fat fryer.
- Nutrition - Animal studies.
- Herbs and Spices - Grow indoor herb gardens, utilizing herbs in food preparation activities.

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CORRELATION OF HOMEMAKING WITH THE ELEMENTARY CURRICULUM

Homemaking experiences may be integrated with almost every phase of the elementary school curriculum. These experiences should help to enrich and interpret what the pupil is learning in his regular classroom work. Some suggestions for integrating:

Area	Kindergarten to Grade Three	Grade Four to Grade Six
Art	- Murals in classroom, booklets, posters on food, meals - Place mats, invitations - Food habits of Indians - Telling a story of family experience through pictures - Cookie designs and decorations	- Murals in classroom, posters on scenes of harvesting or food production in this or other regions; food habits in other countries - Maps and charts of food, where obtained, food nutrients - Making artistic displays for home - Design patterns for toys, costumes, flags, gifts - Ways to improve school appearance - cafeteria - table decorations, flowers, pictures, etc.
Arithmetic	- Measurements - length, time, weight, height - Buying foods for tasting parties, money value - Solving problems - Counting ingredients used in recipes - Changing recipes for different number of servings	- Calculating amount of food needed - Figuring costs of food for class use - Cost factor in production, processing, distribution of food, clothing housing - Comparing and evaluating costs of food, clothing, housing supplies - Calculating cost of food wasted on plates in cafeteria
Language Arts	- Read stories, play games, simple dramatization of home and family situations - Name foods with sounds of vowels, and consonants - Write stories about homemaking experiences	- Stories, reviews, reports on family life - Dramatize homemaking problems - Listen and discuss radio and TV programs and movies that have family life situation as their themes

Area	Kindergarten to Grade Three	Grade Four to Grade Six
	- Invite to and introduce guests at tasting parties - Letters written home about new foods or recipes - Copies of lunchroom menus to go home - Reading the recipe - Meaning of words and directions - Write new words used in study of homemaking	- Write articles for paper about homemaking experiences - Write business letters to companies requesting information on foods, clothing - Do research on sources of foods, clothing, etc. - Letters to children of other countries - life here, foods we eat; clothing, etc.
Music	- Sing songs about homemaking experiences	- Write original songs about homemaking experiences
Science-health	- All living things need foods care of animals (pets) - Protecting our food by keeping it clean - Weather and seasons affect our clothing, foods, etc. - Fruits of the harvest - Clothing for rainy days - Machines that help us work - Vacuum cleaner, toaster - Ice cream making - Butter and cheese making - Parts of plants used for food	- Conserve natural resources - Foods for the Space Age - Preserving food ... freezing, drying - Simple experiments to determine composition of foods - Machines used in the home - Yeast in bread making, food preparation - Sugar cookery - Food for Fitness as part of the Government Physical Fitness Program
Social Studies	- Foods and the home - Sources of our foods, clothing - People who help us get our foods, clothing - Study eating habits of people in other lands - Study how transportation made it possible to have food all year	- Map of U.S. and world picturing sources of foods - Food as a world problem - Food and its influence on building and expansion of America - Compare food customs of our country with those of people in other lands - Research study "Why people are poorly fed." - Amount of food waste and what it costs the city to remove the garbage

ONE HOMEMAKING LESSON HAS MANY LEARNINGS

(An example of some related experiences and learnings)

Topic: Fourth Grade Class Makes Chocolate Pudding

Science Learnings:

- Use wooden spoon for stirring hot liquids as metal spoon conducts heat.
- Starch mixture must be stirred when cooking to obtain a smooth suspension.
- Starch granules cooked in moisture will swell thus causing the liquid mixture to thicken.
- Starch dishes should be rinsed in cold water first for easier dishwashing.
- A glass measuring cup is used for measuring liquids so that the true level of the liquid can be judged rather than the curved edge caused by surface tension.

Arithmetic:

- Using fractions.
- Measuring ingredients - cups, pints, quarts
- Determining cost of recipe.
- Changing recipe for different number of servings.

Social Studies

- Learning about dairy farms.
- Learning about the products of the farm.
- Studying the different types of milk containers.
- Comparing life on the farm with life in the city.

Health and Safety

- Pudding made with milk is another way to use milk in our diet.
- Cooking starch makes it easier to digest.
- Cleanliness is important around food - clean hands, apron, work areas.
- A potholder and a wooden spoon will help to keep from burning fingers.
- Pan handles are turned toward back of stove to prevent accidents.
- Each food eaten should be part of a well-planned menu.

Language Arts:

- Reading the recipe.
- Meaning of words and directions.
- Writing poems and stories about the lesson.
- Doing research and oral reports on the food product and its ingredients.

Home and Family Life:

- Helping mother.
- Making something good to eat for the family.
- Developing an appreciation of what mother does for the family.
- Pride in a job well done.
- Group planning and group cooperation.



By role playing and group discussion children can better understand their own feelings and family relationships.

LEARNING ABOUT FRUITS CAN BE INCLUDED
IN ALL ELEMENTARY GRADES

- Some suggested experiences for providing continuous learning -

Kindergarten: Show pictures of fruits and discuss:

- Where each fruit grows; when it is in season; where we buy it.
- Ways to eat fruit - raw, cooked, cold, etc.
- What fruit skins can we eat? Why?
- Where should each fruit be kept?

Observe and feel fruit. Study the parts of the fruit.

Use fruit to practice counting.

Prepare and serve fruits:

- Snacks - cut up fruit and serve on tray for tasting
- Applesauce with cinnamon candy
- Fresh orange juice
- Frozen orange ice on sticks using canned juice and frozen in ice cube trays
- Orange and citrus marmalade for Mother's Day gift
- Orange pomander balls for a gift
- Apple Santa for Christmas party favor

Grade One: Show pictures of how different fruits grow.

Take a trip to an orchard at different seasons of year to see how fruit grows, is picked, is packed

Note color and size of ripe and unripe fruit as well as different varieties of the fruit.

Show pictures of fruits with names beneath the pictures. Learn to read and print the names.

Use fruit to count by 2's and 3's, practice addition and subtraction, meaning of one dozen and one-half dozen.

Have a store in school to sell fruits for snacks.

Show pictures of ways to use fruits for breakfast:

- Orange - raw, juice, egg nog, marmalade, fruit cup
- Banana - raw, on cereal, milk shake, fruit cup
- Apple - raw, sauce, juice, fruit cup

Plan and prepare a Mother's Day breakfast party using fruit as suggested above.

Grade Two: Show pictures of foods needed by body. Note the fruits needed.

Visit supermarket to see fruit delivered, stored, and sold. Purchase some fruit for snacks or luncheon project.

Sample fruits that have been processed for preservation - canned, frozen, dried, cooked, stored in natural state.

Grade Two:
Cont'd

Read about lands, people, and growing conditions of fruit.
Learn division by cutting fruit in half, third, fourths.
Plan and prepare luncheon menu using fruit.
Plan and prepare a holiday luncheon and invite the community helpers - schoolbus driver, school policeman, etc.
Prepare and serve dishes made with fruits:
Fresh fruit cup
Easter eggs made from fruit jello and molded in egg shells
Banana and peanut butter sandwiches
Banana milk shake
Applesauce whip
Apple Brown Betty
Vanilla and fruit cup pudding
Orange cookies
Orange ice

Grade Three:

Learn about fruits that grow on bushes.
Show pictures of the citrus family of fruits and discuss how they are alike and how they differ.
Learn more about fruits growing in their part of the country.
Write and read reports about the history and development of fruits
Discuss how fruits are used in the different meals.
Plan a holiday tasting party - prepare and serve different desserts and beverages using fruits.

Grade Four:

Learn about fruits that grow in the Tropics and the Desert.
Read about and discuss fruits found along the sea coast and in the New England area of the United States. (Ex. cranberries, blueberries, blackberries, strawberries, grapes, apples, beach plums, nuts.)
Make a Colonial Times Cookbook of foods, especially fruits, native to that region of New England studies. Some of the dishes might be prepared and served at a tasting party. (Cranberry relish; New England applesauce cake; Huckleberry tarts; Beach Plum jam).
Study weights and measures; cost of fruits used in recipes; thermometers and timers used in cooking fruits.
Do a Colonial Thanksgiving holiday project. Make cranberry relish to take home for the family dinner. Discuss the Pilgrims' Thanksgiving dinner and compare with ours today.

Grade Five: Read and discuss digestion of food in our body.
Consider how fruits help the body.
Read about and discuss fruits found in the
State of Hawaii - pineapple, bananas, melons,
papayas, coconuts, avocados
Compare growing conditions of fruits in Hawaii to
the other states.
Have a Hawaiian Wikipiki Luau in which fruits are
the main food.

Grade Six: Make a study of the people of the world and discuss
the fruits native to each country. Compare the
growing conditions to other states and countries
that have been studied before.
Write reports on people, customs, food, clothing
and living conditions in these countries. Tell
how fruits are important to them as food. Are
there other uses for these fruits and the plants
on which they grow?
Have a United Nations tasting party complete with
decorations, costumes, and entertainment. Invite
guests. Foods might include:

Brazil - nuts dipped in chocolate
Congo - banana cream pudding or tarts
Congo - tropical pineapple gingerbread squares
Arabia - raisin date sticks
Norway - fruit cup

Adapted from a project prepared by Mrs. Mabel Deane of North
Caldwell, New Jersey; a home economics teacher at Pequonnock
Valley School, Pompton Plains, New Jersey.

SCOPE AND SEQUENCE OF HOMEMAKING CONCEPTS IN THE ELEMENTARY SCHOOLS

Classified by Areas

FOOD

- I. Eating for health
 - Why Eat
 - Composition of food
 - Foods needed
- II. Getting our food
 - Source
 - Production
 - People who help
 - Marketing
- III. Protecting our food
 - Cleanliness
 - Regulations
 - Food preservation
- IV. Preparing and enjoying food
 - Meal planning
 - Preparing - recipes, skills, equipment, safety
 - Variety
 - Table setting, etiquette
 - School lunch
- V. Learning about the history of food

FAMILY LIFE

- I. Learning about people
 - Basic needs
 - How people differ
 - Emotional growth
- II. Living in a family
 - Appreciation of roles
 - Relationships
 - Responsibilities
 - Fun
- III. Living in a community
 - People
 - Services
 - Responsibilities
 - Fun
- IV. Learning about the history of family life

CLOTHING

- I. Dressing for health and appearance
 - Occasions, weather, health appearance
- II. Getting our clothing
 - Source
 - Production - cloth, clothing
 - People who help
 - Marketing
- III. Caring for our clothing and our
 - Appearance
 - Cleanliness
 - Care of Body, posture, cosmetics
 - Care of clothing
- IV. Sewing for fun
 - Tools and equipment
 - Gifts, needlework

HOUSING

- I. Living in homes
 - Purpose of homes
 - Types of housing
 - Housing condition
 - Home life
- II. Getting and furnishing our homes
 - Building and furnishings
 - People who help us
 - Materials, appliances, heating, etc.
- III. Caring for our homes
 - Machines and equipment
 - Safety
 - Skills
 - Finances - money, spending, etc.
- IV. Having fun in the home
- V. Learning about the history of housing

Consumer Education

I. The Consumer is an Individual

- Personal values and goals
- Personal consumer behavior
- Sources of aid for individuals
- Political citizenship

II. The Consumer as a Member of Society

- Role of consumer in the economics system
- Effect of marketplace on consumer
- Effect of family life
- Effect of community life
- Effect of political institutions
- Effect of social support and political support

III. The Consumer's Alternatives in the Marketplace

- Basic consumer needs
- Making consumer decisions
- Evaluating quality

IV. The Consumer's Rights and Responsibilities

- Consumer rights in the marketplace
- Consumer role and responsibilities
- Consumer organizations
- Governmental Agencies

FOOD EXPERIENCES IN HOMEMAKING

It is important that the children in the elementary grades enjoys the study of foods and nutrition since this is the period when food habits and mental attitudes towards food are being established. Their future as alert and health adults will depend upon what they learn now. It is much easier to help them acquire the right habits and attitudes in the elementary grades than to wait until they are in the secondary schools and then try to correct their poor habits.

At the beginning the teacher should choose experiences that will help the child to learn that food influences growth. Then they can learn that different foods do different things for them. After they are convinced, their natural interest will encourage them to choose the foods that will help them to reach their growth goal. The child can also be introduced to consumer rights and responsibilities related to foods and nutrition. Thus it is that homemaking and classroom teachers should have the following purposes for foods and nutrition teaching in the elementary schools:

- to develop favorable attitudes toward a variety of foods that are essential for growth and good health.
- to establish desirable habits of food selection
- to develop acceptable practices in the handling of food
- to develop the ability to plan, prepare, and serve simple meals.
- to develop relevant practices in becoming a successful consumer.

In the primary grades the teachers might choose to use a theme for their teaching such as "Getting acquainted with a variety of good foods". They could center their food experiences around home life situations as they strive to develop favorable attitudes and establish good food habits. In the upper grades, as the children become more "why and how" conscious, the teachers could emphasize the effects of different foods on growth and well-being while striving to strengthen the good eating habits which were started in the lower grades. They could include scientific experiments on the composition of food and its chemical properties; the basic food groups as a guide to eating the foods needed by the body; the general functions of foods, the knowledge of foods and food products of other countries and their influence on our eating habits. The consumer marketplace can be investigated with emphasis on consumer rights and responsibilities.

The most successful food experiences are those where:

- Learning experiences are integrated with the regular classroom program.
- Foods are taken into the classroom so that children are able to see, prepare, and taste them.
- Lessons are planned with emphasis on simple directions, sanitation, and safety measures

- The teachers can use the cafeteria, mid-morning snack time, and class parties as occasions for the children to practice nutrition learnings.
- Advantage is taken of a variety of learning experiences to stimulate interest - field trips, tasting parties, animal experiments, refreshments for parties, simple science experiments, meal planning and serving, food shopping.
- Learning experiences are so well understood by the children that they are able to explain them to their parents. Thus it becomes possible for the school and home to work together to accomplish the objectives of good nutrition education.

BASIC CONCEPTS IN FOODS AND NUTRITION

I. General concepts to be developed

- A. Nutrition is the science of how the body is nourished.
- B. Nutritionists do research to find new and better ways to feed people.
- C. Nutrition can affect a person's growth and development, his looks, his actions, and his work.
- D. Good nutrition is attained by selecting, handling, and using foods in such a manner as to provide the nutrients in amounts needed by the body.
- E. A good diet is based on an understanding of how the body uses food.
- F. Good nutrition involves the ability to discriminate between fact and fallacy in regard to the use of food as well as the wise and economical purchase and use of foods.
- G. Good nutrition involves the wise distribution of foods among meals and snacks.
- H. Good attitudes toward foods are essential to the establishment of good food habits.
- I. Each person should be responsible for his own nutrition.
- J. Some products have low nutritive value.
- K. Man uses plants and animals for food.
- L. Custom and environment influence what man eats.
- M. New inventions, transportation, and production methods have influenced the variety of foods available as well as the price of food.
- N. Food tastes good when prepared by a variety of methods.
- O. Table etiquette influences how the body uses and enjoys food.
- P. Preparing and eating food can be a source of pleasure in home and family life.
- Q. An understanding of basic scientific principles can contribute to the ease and success of food preparation.
- R. Food has played an important role in the history of the world.
- S. The consumer has many rights and responsibilities in the marketplace when purchasing food.

II. Kindergarten - basic concepts to be developed.

- A. The human body needs food to build strong bodies.
- B. People need to eat a good breakfast, lunch, dinner everyday.
- C. Fruits, vegetables, cereals, and milk make good breakfast and snack foods.
- D. Child need to eat the food their parents select and prepare for them.
- E. Animals need good food.
- F. Plants and animals supply man with food.

- G. Different foods are available at different seasons of the year.
- H. Cleanliness is important around food.
- I. Machines and tools make the preparation of food easier.
- J. Following directions and working carefully help people to prevent accidents in the kitchen.
- K. Many people help to prepare food.
- L. Eating is fun when good manners are used.

III. First Grade - basic concepts to be developed

- A. Include those concepts from previous grade.
- B. Children should be responsible for eating the right food.
- C. Good snacks are low in sugar.
- D. Fruits, vegetables, bread and cereals, dairy and meat products should be eaten everyday.
- E. Food comes from stores, farms, or places far away.
- F. People wash their hands before eating or handling food.
- G. Food may be stored in the refrigerator or covered to keep from spoiling.
- H. Sometimes it is necessary to work in a group and share the jobs when preparing food.
- I. Children can prepare their own breakfast in the morning.
- J. Some foods may be eaten raw or cooked.
- K. Some people eat food in the cafeteria.
- L. People prepare foods differently at different seasons of the year.
- M. Food should never be wasted.
- N. Many sounds can be heard in the kitchen.

IV. Second Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. The body changes food so that it can be used to make bones and teeth and to supply energy.
- C. The body should have rest after meals.
- D. Children try to avoid eating too many sweets or drinking tea and coffee.
- E. People need to eat more fruits and drink more liquids when they are ill.
- F. People eat foods that come from different parts of the plants.
- G. Transportation makes it possible for people in different parts of the country to get a variety of foods.
- H. Food is stored so it is available in different seasons of the year.
- I. Germs may be present on the hands or in the dirt on food should be washed away first.
- J. Some foods dissolve and heat faster than others.
- K. Recipes are used to tell what quantity of ingredients is needed and what method to follow in making a food product.

V. Third Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. People must have the proper kinds of food to live and keep healthy.
- C. Many different kinds of workers are needed to provide food for everyone.
- D. New inventions have improved ways of growing, preparing, and distributing foods.
- E. Modern transportation plays an important part in carrying food from point of origin to consumer.
- F. Greater variety of food is available at all times because of transportation and new methods of packing and preserving.
- G. Heat changes food in many ways.
- H. Good table manners make mealtime pleasant.

VI. Fourth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Proper balance of food is necessary to supply body needs for energy, growth, repair, and elimination of waste material.
- C. The digestive system changes food so it can be used by the body.
- D. Eating habits are improved by eliminating food prejudices.
- E. People eat differently in different parts of the United States and the world.
- F. Custom and environment influences what people eat.
- G. People in different countries use different kinds of plants and animals for food.
- H. Food prices vary at different seasons of the year or under different conditions.
- I. Bacteria may be helpful or harmful.
- J. Proper care of food is necessary to prevent spoiling.
- K. Most communities provide safeguards for food and water supplies.
- L. Conservation of food is necessary if people are to be well fed and food costs kept down.
- M. People in the United States and other countries have different ways of preparing, serving, and eating food.
- N. Chemical and physical changes are taking place at all times with foods.
- O. Good table manners create a pleasant mealtime atmosphere. They also aid digestion.
- P. Many of the recipes now used in this country were brought here by people from other lands.

VII. Fifth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. There are six classes of food. Each class meets certain body needs and is digested in its own way.
- C. Food is changed physically and chemically in the breakdown in the body.
- D. Meal planning means including foods that meet the needs of the body.
- E. A knowledge of basic food groups and mealtime patterns is useful in the daily selection of food.
- F. Good eating habits aid digestion. They must be practiced everyday.
- G. Disease germs can be spread, by people or through food and water.
- H. Local health departments test milk, water, food and inspect buildings.
- I. Evaporating all or some of water from liquids is a method of preventing for a long time the spoiling of liquid foods.
- J. In the past people had to rely on foods grown locally.
- K. The need for new and better foods influenced the discovery of new countries.

VIII. Sixth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. A good diet is based on an understanding of how the body uses food.
- C. The body uses calcium, fats, proteins, minerals, vitamins, and water in certain amounts and specific ways as food for body building, heat, and energy.
- D. The digestive system is the route of the food through the body.
- E. A chemical change within the body releases the heat and energy.
- F. Poor health habits are more likely to be responsible than glands for fatigue, overweights, or underweight in children.
- G. Food choices should be based on value, not on fads.
- H. Properly planned outdoor or party meals can be healthful as well as fun.
- I. Maintaining good health and preventing the spread of disease are an individual responsibility.
- J. Coffee and tea are stimulants which interfere with good eating, have no food value, and do not belong in a child's diet.
- K. Disease germs may enter body in air we breathe, from food and drink, or breaks in the skin.
- L. Bacteria and molds may be helpful or harmful.
- M. Some food mixtures will separate if allowed to stand.

- N. In future years the body will continue to need the same food nutrients but the types of food, their sources, and methods of preparation will be different.
- O. Through the study of food and nutrition people are better able to understand and appreciate each other.
- P. The people of the United States have a responsibility for helping improve the nutrition of the people in other parts of the world.



Working together in food preparation both boys and girls learn to share in homemaking tasks.

CLOTHING EXPERIENCES IN HOMEMAKING

Clothing experiences for elementary children are planned to teach concepts about the clothing people wear, their personal appearance, and the use of sewing and needlework skills as a source of pleasure. At no time should teachers stress the mastery of sewing skills. The development and appreciation of good habits is more important. Consumer needs and decisions and marketplace skills can be stressed in helping develop consumer expertise in the clothing area.

Children enter school in the primary years proud of their personal appearance and the fact that they can dress themselves. They like to choose the clothes they wear even though they still need adult supervision. As they grow older, they lose this interest and become careless. Consequently, when they reach fifth and sixth grades they need help with posture, cleanliness, skin, and choosing clothing combinations appropriate for different occasions. They need to be convinced of the importance of good personal appearance. To be successful this must be done through improving peer standards rather than by enforcing adult standards. As they become careful about money, they can be helped to recognize the relationship between money and the care of clothing and personal appearance and thus renew their early interest. Children can also learn to make consumer decisions when helping purchase personnel clothing.

Elementary children learn about sewing skills and equipment as the need arises. They get to know them as "helpers" in caring for their clothing, making gifts for others, and bringing beauty to the home. In this way they develop a desire to learn more and are willing to give the careful attention and practice that is important to the development of any skill. As to what skills and equipment are taught, this should be determined by the muscle development and attention span of the children involved. Young children have short attention spans; large muscles develop before small. Thus, for the young child, we would choose simple projects that can be completed quickly. They can use large needles and do large stitches, usually the running type. By the time they reach third grade, they are ready and interested in learning to use the sewing machine.

Finer stitchery, more complicated sewing projects, knitting, weaving, and embroidering are done in the upper elementary grades when children have better muscle coordination and their eyes are ready for close work.

BASIC CONCEPTS IN CLOTHING

I. General concepts to be developed

- A. The clothing people wear depends upon the environment, what is available, what is appropriate, and custom or tradition.
- B. New inventions, transportation, and methods have influenced the variety of clothing available as well as the cost of clothing.
- C. Cleanliness and appearance contribute to good health, attractiveness, comfort, and success in life.
- D. Each individual should be responsible for his personal appearance and for the care of his clothing.
- E. An understanding of basic scientific principles can contribute to the wise selection and care of clothing.
- F. Clothing is made from animal, plant, and synthetic fibers which have different properties and require different care.
- G. Sewing and needlework can be a source of pleasure in home and family life.
- H. The history of clothing and needlework can contribute to a better understanding and appreciation of all people.
- I. An understanding of basic marketplace skills can contribute to the developments of up-to-date consumer clothing skills.

II. Kindergarten - basic concepts to be developed

- A. People wear clothing for protection and for more attractive appearance.
- B. People wear different clothing for different occasions.
- C. People make or buy clothing.
- D. People try to protect their clothing when working or playing.
- E. It is important to wash the body, brush teeth and hair everyday.
- F. Sewing is fun when a person knows how.
- G. Sewing tools, when used properly, can make sewing easier.

III. First Grade - basic concepts to be developed

- A. Include those concepts from previous grade.
- B. Cleanliness improves health and appearance.
- C. Children may help at home by hanging up clothing properly.
- D. Wearing wet clothing may make a person ill.
- E. Plants and animals give wool and cotton for clothing.
- F. Some machines are used in cutting cloth and in sewing.
- G. People who know how to sew can make gifts for other people.

IV. Second Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. People look well and feel well when they are clean and well dressed.
- C. Using an individual towel, comb, and brush is a good habit.
- D. A mirror is a good grooming aid.
- E. Many machines help man to make animal or plant fibers into clothing.
- F. Transportation makes it possible to get a variety of clothing.
- G. People get clothing by making it, buying it at the store, or as gifts.
- H. Needlework can make a good hobby.
- I. People in the past used to make their own cloth and clothing.

V. Third Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Clothing helps to keep the body's heat from escaping.
- C. Many different kinds of workers cooperate to provide clothing and thereby contribute to our health, attractiveness, and comfort.
- D. Cloth is made from animal, plant, and synthetic fibers which are first made into thread.
- E. People have used science to find out how to make better cloth.
- F. Machine and transportation make it possible to get a greater variety of clothing.
- G. Long ago people used to sew by hand and wear what they could spin or weave for themselves.

VI. Fourth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Cleanliness and a neat appearance do much to make people feel better, to make a good impression on others, and to be successful on a job.
- C. Children should be responsible for the care of their own clothing.
- D. Dark clothing becomes warmer in sunlight than does light colored clothing.
- E. The clothing people wear depend upon climate of the country and what is available.
- F. Clothing should be suitable to the occasion.
- G. People dress differently in different parts of the United States and the world.
- H. Methods of making clothing are improved from time to time. Spinning wheels and hand looms have been replaced by spinning and weaving machines.

- I. Sewing clothing and making gifts can be a source of pleasure in the home and family living.

VII. Fifth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Posture is influenced by clothing.
- C. In the past the raw materials that were available in the United States would determine the clothing that people wore.
- D. People today appreciate clothing more when they understand what and how clothing was made years ago.
- E. Many people use cloth and thread to satisfy their creative interests.

VIII. Sixth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Being neat, clean, and wearing becoming clothing do much for personal appearance.
- C. It takes care to keep clothing looking the way people like to have it.
- D. An understanding of basic scientific principles can contribute to the wise selection and care of clothing.
- E. Different fibers have different properties and require different care.
- F. The ability to sew can be a useful skill for home and family life.
- G. In future years people will use many different fibers for cloth and many different methods for making clothing.
- H. The study of clothing and needlework can help people to better understand and appreciate each other.
- I. The people of the United States have a responsibility for conserving clothing and for helping to improve the clothing of the people in other parts of the world.



Children appreciate and care for their own clothing as they see and learn the work that has gone into its production.

FAMILY LIFE EXPERIENCES IN HOMEMAKING

Education for family life should be a part of the whole curriculum. It should be a gradual and continuous preparation for the oncoming physical, emotional, and social changes. It is concerned with the development of favorable attitudes toward good human relationships.

The homemaking experiences in family life can be divided into those dealing with:

- the individual as a person
- their life as a family member
- their life in the community and the world
- their learning how people lived and are living today

This section includes fewer learnings experiences than do those in the other areas of homemaking. It is not because this area is considered less important. Rather, it is because most of the experiences listed under clothing, foods, and housing sections also make a contribution to home and family living since few experiences take place which do not involve human relationships. Also because family living is the basis of the social studies and health curriculums in the elementary schools, the classroom teacher is prepared to make this area an important part of her teaching.

BASIC CONCEPTS IN FAMILY LIFE

I. General concepts to be developed

- A. The family is important to the continued development of our country.
- B. A family is composed of different members who contribute to the needs, comfort, and pleasure of all.
- C. The home is the center of family life.
- D. Each individual should have a wholesome pride in his home and his family.
- E. Each individual shares the responsibility for improving and increasing the satisfactions of family life.
- F. A community is composed of a group of people who live in the same place under similar conditions and are dependent upon each other for satisfying basic needs.
- G. Every individual is a member of several communities -- the local, the nation, and the world.
- H. A family, a community, and a nation become stronger when individuals understand, appreciate, and help each other.
- I. The life of a community is enriched by the contributions of people from other countries who come to live in America.
- J. People are alike and different in many ways. How people are alike is more important than how they differ.
- K. All people experience problems and have emotions. How they handle them is important.
- L. Each individual needs to recognize and acquire the qualities that attract and keep friends.
- M. Each individual should be resourceful and have creative interests so that he can live independently when necessary.

II. Kindergarten - basic concepts to be developed

- A. All people need food, clothing, shelter.
- B. A family is made of different members.
- C. Families live in homes.
- D. Many families live in a community.
- E. Family members help one another.
- F. Parents do things for their children.
- G. People are happier when they are polite and share their possessions.

III. First Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Home is the center of family life.
- C. Families are alike and different in many ways.
- D. Each family member has an important role to play in his family.
- E. People are alike and different in many ways.
- F. People can learn to control their feelings of fear, anger, and disappointment.
- G. People are happier when they belong to a group.
- H. People are happier when they have friends.
- I. People enjoy and benefit from relaxing activities.
- J. Many people help to make life successful.

IV. Second Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. People are happy when they have families, homes, and friends.
- C. Family members accept and share family responsibilities and privileges.
- D. Meeting new experiences with courage and learning to overcome fear can bring new friends and fun.
- E. Children should talk over their problems with their parents.
- F. Many people in a community help to provide services for the family.
- G. Many people in a community work together as do people in a family. They obey its rules, help to make it attractive, and are considerate to each other.
- H. The people in the country and in the city depend upon each other for good and services.

V. Third Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Children inherit some body characteristics from their parents.
- C. People of a community help one another to satisfy basic needs.
- D. Sharing with others and taking turns help people to get along better.
- E. Many types of workers are needed in a community to contribute to welfare and happiness of people.
- F. Long ago people had to depend upon what was raised and made in their own community to satisfy their needs.

VI. Fourth Grade - basic concepts to be developed.

- A. Include those concepts from previous grades.
- B. Work and good times are shared in the family.
- C. How a person feels often influences how he acts.
- D. People are alike in many ways but different in others.
- E. Members of a group are friendly and cooperative.
- F. Community members and workers help to make the community a safe, healthy, and pleasant place in which to live.
- G. People live, work, and play differently in different parts of the world.
- H. People from many lands have come to live and work in America.
- I. People from other lands have enriched the life of our community with their family life customs, fine foods, and handicraft skills.

VII. Fifth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. The differences in people make life more interesting.
- C. Persons in the same family often resemble each other.
- D. Worries and fears are easier to handle if understood.
- E. Attitudes and feelings make a difference in how new experiences and ideas are met.
- F. Friendships result from people being interested in others, sharing possessions and interests, and being courteous.
- G. People get along better with each other when they understand and appreciate why they live as they do.
- H. People need to work and trade with each other in order to make life easier and to provide better things for all people.

VII. Sixth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. All people experience problems and feelings of fear, anger, jealousy. How they handle them is important.
- C. Discussing problems with understanding adults often helps.
- D. Good feelings help people toward good health.
- E. People learn to enjoy new experiences by doing them.
- F. Actions have much to do with the way people feel about each other.
- G. Many people are needed to advance good physical and mental health in the community.
- H. The people of the world will be better friends and neighbors when they understand and appreciate what others have to offer.

- I. The people of the world will be stronger when they learn to live and work together.
- J. How people live is influenced by where they live, their heritage, and the amount of freedom given them.

HOUSING EXPERIENCES IN HOMEMAKING

From the time children are able to walk, they are eager to help at home and to do things "just like others at home." First toys include kitchen pots and pans and play consists of "playing house" as adult activities are imitated. The wise teacher and parent capitalize on this interest to develop favorable attitudes and appreciations towards the home and homemaking. They help the child to acquire the skills which aid in the care and management of a home.

The child in the primary grades likes to help at home, run errands, go shopping; they begin to understand the purpose of money, want an allowance, and may save for bigger items; they have many personal collections since they are at the age of collecting and trading. Their biggest problem is how to store and care for these personal possessions.

The child in the intermediate grades changes rapidly in regard to interests at home. In the fourth grade they are very dependable and responsible in caring for possessions and in helping at home. The following year they become very careless - they want things nice but do not want to share in the responsibility of caring for them. Here is the time to introduce new methods and appliances to stimulate interest in doing more at home and in making work easier and faster.



Proper use of equipment must be emphasized so that safety in the home becomes a habit.

BASIC CONCEPTS IN HOUSING

I. General concepts to be developed

- A. The home is the center of family life
- B. The responsibilities and privileges of home life should be shared by all family members.
- C. Each individual shares the responsibility for improving the satisfactions and safety of home life.
- D. Housing needs are determined by the environment in which people live as well as the individual family needs.
- E. People everywhere have homes that give them shelter, but the types of housing and furnishings differ.
- F. Good housing is important to good health.
- G. New inventions, transportation, and methods have influenced home building, furnishing, and management.
- H. The furnishing and care of a home can provide an opportunity to use creative abilities.
- I. Machines in the home increase man's productivity and make difficult tasks easier.
- J. The ability to spend, save, and invest money wisely is important to the family member.
- K. An understanding of basic scientific principles can contribute to the ease and efficiency of home management.
- L. Housing has played an important role in the history of the world.

II. Kindergarten - basic concepts to be developed

- A. Families live in homes.
- B. Homes offer protection and a place to store possessions.
- C. There are many ways for children to help at home.
- D. Holidays are times when families have fun.

III. First Grade - basic concepts to be developed

- A. Include those from previous grades.
- B. Homes are places where people can have fun together.
- C. People live in many different kinds of houses.
- D. Different kinds of homes suit the needs of different families.
- E. Plants and flowers make pretty decorations for homes.
- F. Family members share the responsibility for keeping things neat and clean in their home.

- G. There are many machines in homes which help to make work easier.
- H. Many things in the home make sounds.
- I. People try to avoid accidents by being careful when they work and play.
- J. People should be thrifty and spend money wisely.
- K. There are many different kinds of stores.

IV. Second Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Many materials are used to build houses.
- C. Transportation makes it possible to have a variety of building materials and furnishings.
- D. Many workers help to provide homes.
- E. Machines help to do work around the home. Some machines are run by electricity.
- F. People must know and obey safety rules to prevent accidents.
- G. People work together to improve their homes.
- H. People enjoy entertaining their friends in their homes.
- I. People like to share their toys and experiences.
- J. People should take care of and return things they have borrowed when they are through with them.

V. Third Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. People are interested in good housing.
- C. People depend on workers who are experienced to build houses.
- D. Materials and types of homes are determined by climate, location, and cost.
- E. House furnishings come from many parts of the world.
- F. It is important to follow directions when using machines in the home.
- G. People should learn to take responsibility for their own safety and that of others.
- H. People should keep calm and get help if an accident happens.
- I. It takes practice to learn to use money wisely.

VI. Fourth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. People everywhere have homes that give them shelter, but in some parts of the world the homes are very different from ours in the United States.

- C. Homes in our country are built in many different places and with many kinds of materials.
- D. People live differently in different parts of the world.
- E. Safety becomes a habit through practice.
- F. People have found ways to make work easier by using machines and getting rid of friction.
- G. Some people in the world have machines to help them at home and some don't.
- H. Allowances are best spent when budgeted in advance.

VII. Fifth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Safety rules should be remembered and applied.
- C. Machines in the home increase man's productivity and make difficult task easier.
- D. Man uses the science principles concerning heat in many different ways in the home.
- E. The community is interested in the housing conditions of its citizens.
- F. In the past home building and home chores were a vital part of everyday life. They were made the occasion of social gatherings. Fun and work went together.
- G. In the past people had to use the raw materials available for heating, lighting, and furnishing the home.
- H. In times of trouble the home becomes more important to the family.
- I. A regular saving program is the best way to achieve a financial goal.

VIII. Sixth Grade - basic concepts to be developed

- A. Include those concepts from previous grades.
- B. Safe homes make a safe community. Safety requires the cooperation of every person. Special occasions require special safety cautions.
- C. New kinds of lighting and heating devices improve the conditions under which we live.
- D. Electricity runs many of the machines in our home.
- E. Through the study of housing, people are better able to understand and appreciate each other.
- F. Home building and furnishings are an indication of changing world conditions.
- G. Many skills are necessary for efficient management of the home.
- H. People use money for different reasons in different countries.
- I. An understanding of scientific principles can contribute to the wise selection and care of the home and its furnishings.
- J. The people of the United States have a responsibility for helping to improve the housing conditions of the people in other parts of the world.

SCOPE AND SEQUENCE OF THE HOMEMAKING PROGRAM BY GRADES

The following section has been planned to give the teacher help with choosing the homemaking learnings and experiences most appropriate for the grade level. Also included are suggestions as to how these learnings might be used to correlate with and enrich the teaching of the basic curriculum that has been developed for the pupils. The suggested resources are but a few of the great variety available to increase the effectiveness of the teaching.

The suggested experiences should provide the teacher with a variety of learnings from which to choose. In one situation it might be possible to teach all the desired basic understandings using one learning experience; another time it might require several experiences to teach one basic understanding. The important thing is that the teacher choose carefully the learning experience that will best meet the requirements. At no time should the teacher do an experience just to do something.

Although this section has been planned using the "Grade system of organization", the teacher will not want to limit the choice of understandings, experiences, and resources to a grade level. Rather the teacher will consider this guide to levels of difficulties and progression of learnings and so choose from whatever grade level listing is most appropriate for the needs and abilities of the pupils.

For easy reference the homemaking experiences have been grouped under foods, clothing, family life and housing for each grade level.

FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. EATING FOR HEALTH</u>			
A. We need food to grow, to keep well and strong, and to satisfy hunger.	--Have each child bring in their baby pictures to show how they have grown. Discuss the foods that helped them to grow.	<u>Arithmetic</u> Count, measure, compare	<u>Class Pet</u>
B. We need to eat fruits, vegetables, cereals, milk and meat, fish or poultry everyday.	--Try on big brother's or sister's clothes. What will help him to get big enough to wear them? (Can also be done with mother's or dad's clothes.	<u>Health</u> Body needs food to grow Good breakfast	<u>Filmstrips</u> "Alexander's Breakfast Secret," Cereal Institute
C. We like to eat the foods that our parents select and prepare for us.	--Discuss what causes an infant to cry. What happens after they get a bottle? What other foods do they eat? Why is it important for baby to eat the right food? Relate this to child's needs.	<u>Science</u> Animals need food Classify things	"Uncle Jim's Dairy Farm," National Dairy Council
D. We need to eat a good breakfast every morning.	--Collect pictures of foods and divide into fruits, vegetables, meats, cereals, milk, etc. Tasting parties might be held to acquaint children with unfamiliar or unpopular foods.		<u>References</u> National Dairy Council, <u>Animals that Give People Milk</u>
E. We eat food at breakfast, lunch, dinner, snacktime, and parties.	--Plan and serve new raw foods in classroom.		Kelloggs, <u>Breakfast Posters</u>
F. Our animal friends need to eat the right food.	--Invite parents to tasting parties so they are familiar with the foods the children are learning to eat and enjoy.		National Dairy Council, <u>Dairy Farm Panorama Kit</u>
	--Use cut-out pictures of foods (or real foods) to show the set-up of a good breakfast, lunch, snack.		National Dairy Council, <u>What Did You Have for Breakfast This Morning</u>
	--Prepare several varieties of hot cereal and let the children sample each one.		National Dairy Council, <u>We All Like Milk</u>
	--Let children try brown sugar, honey, cinnamon, sugar, nuts, raisins, or fruit on cereal for variety and interest.		National Dairy Council, <u>My Visit to the Dairy</u>

FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Prepare and serve a simple breakfast (cinnamon toast, milk). --Display pictures of foods (or actual foods) that different animals like to eat. If class has a pet in the room, the children can observe what the animal eats and discuss the reason for its choices. The children might observe the animal experiments being conducted in the upper grades. Let the children discuss what and how they will feed their pets at home.		Nutrition Dynamics, "Notes To You" (soft toys) National Dairy Council, <u>Food Models</u>

II. GETTING OUR FOOD

A. Animals give us meat, eggs, and milk. B. Plants give us fruits and vegetables. C. We get different foods at different seasons of the year. D. We get our food from the store, the garden, or the farm.	--Take trip to a produce market to see, smell, and touch a variety of fruits and vegetables. Note the unfamiliar ones. The children could purchase some of the unfamiliar fruits and vegetables. These could then be prepared and served in the classroom at a tasting party. --Take a trip to a market, a bakery, or a dairy to observe the food supply. Children might draw pictures of things they saw on the trip. --Children might make biscuits or small loaves of bread after a trip to the bakery. They might make applesauce, butter or a milk drink after a trip to a farm or market.	<u>Arithmetic</u> Compare things, prices Count <u>Art</u> Draw pictures of what they saw on trip <u>Science</u> Color Learn by use of senses Plants, animals Things change (foods spoil, change color)	<u>Field trips</u> Bakery Farm Neighborhood market Turkey Farm <u>Picture Collection</u> Animals-foods they give Plants-foods they give Fall fruits and vegetables Winter fruits and vegetables Summer fruits and vegetables Foods that grow in our gardens
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FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
			Foods that come from the farm Fruit and vegetable store
			<u>References</u> National Dairy Council, <u>Let's Make Butter</u>

III. PROTECTING OUR FOOD

A. We wash our hands before eating or handling food.	--Demonstrate the proper method for washing hands before preparing or eating food.	<u>Health</u> <u>Cleanliness</u>	<u>References</u>
B. We wash fruits and vegetables before using them.	--Demonstrate washing fruits and vegetables before preparing and serving at class tasting party.	<u>Science</u> <u>Water is a cleaning agent</u>	Instructor Educational Service, Jane and Jimmy Learn About <u>Fresh Fruits and Vegetables</u>
	--Examine washed and unwashed fruits and vegetables under magnifying glass.	<u>Use of magnifying glass--make small things bigger.</u>	

IV. PREPARING AND ENJOYING OUR FOOD

A. Working in the kitchen:	--Have children wear aprons and wash their hands when they prepare foods.	<u>Arithmetic</u> <u>Copy numbers</u>	Exhibit of machines and tools they will use.
1. We wash our hands and wear an apron to protect our foods and our clothes.	--Recipes and directions can be put on large paper for all to see and follow. Recipes can be done on primary typewriter and given to each child to take home. This will help the child to learn the purpose of a recipe as well as letting the parents know what is being done in class.	<u>County objects or ingredients</u> <u>Measure</u>	<u>Printed Recipes</u> (Done on primary typewriter)
2. We follow directions carefully.		<u>Health</u> <u>Cleanliness</u>	<u>Safety or work directions</u> can be done as cartoons since all children can't read printed words.
3. We use machines and tools to make food preparation easier.		<u>Safety</u> <u>Sharing</u>	

FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
4. We use our kitchen machines and tools carefully. 5. We prevent accidents by working carefully and by wiping up spilled foods.	--When children prepare food, attention should be given to the tools or machines that are being used. They should understand how they make work easier, the safety features, the sounds they make, etc. Ex.--Making applesauce: Divide apple in halves and quarters carefully with knife. Cook apples and put through food mill or strainer rather than paring first, then straining.	<u>Language Arts</u> Follow directions Printed words tell a story Sequence in a recipe <u>Science</u> Electricity to run machines Thermometer Tools and machines Sounds Water--cleaning	<u>Set of aprons for class to wear when cooking.</u> <u>References</u> ORE Press, Kiddie Cookery Task Cards Bruno and Balkan, <u>Cooking in the Classroom</u>
B. <u>Preparing Foods:</u> 1. Milk can be used for making good drinks and desserts. 2. Fruits, vegetables, cereals, and cheese make good snacks. 3. Fruit, cereal, bread, milk are good foods for breakfast. 4. We use foods when they are in season. 5. Gifts of food are fun to make and to give. 6. At our parties we prepare and serve some of the good foods we have studied in school.	--Prepare and serve a variety of milk drinks--flavored milk, egg nog, banana milk. --Prepare and serve different flavors of milk, puddings (instant pudding mixes make it possible to do lesson in the classroom). --Have a tasting party to try samples of new foods: dried fruits; fresh fruit--pineapple wedges and apple sandwiches; fresh vegetables, lettuce rolls, carrot sticks, carrot curls; whole wheat bread and butter sandwiches. --Have a cold or hot cereal tasting party. --Plan and prepare a breakfast that the child can get for himself--orange juice, cold cereal, and milk. --Prepare and serve a different healthful snack each day with the children's milk.	<u>Arithmetic</u> Copy numbers Count Measure <u>Art</u> Decorate cookies Make place mats <u>Health</u> Cleanliness Healthful snacks Safety Sharing <u>Language Arts</u> Follow directions Printed words Write stories about projects	<u>Picture Collection</u> Children working in the kitchen Foods for breakfast Foods for different holidays Food gifts Foods in season Healthful snacks <u>References</u> Glovach, <u>The Little Witch's Black Magic Cookbook</u> Levine, <u>The Kids in the Kitchen Cookbook</u> MacGregor, <u>The Storybook Cookbook</u>

FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Use the class pumpkin to make pumpkin pudding and roast pumpkin seeds. --Make grapes into juice for children to taste or else into jelly for sampling (at snack time) or to take home as a gift. Apples can be made into applesauce for snack sampling. --A quick sugar dough is good for cookies. Give children small balls of dough which they can shape into faces or figures and then decorate. These cookies can be served for class parties, made for gifts, or used to hang on the Christmas tree. --Vanilla cooky dough can be purchased and used for shaping and decorating. --Choose cooking projects according to season of year. Ex.--Halloween--orange jello, orange junket, pumpkin pudding, and roasted pumpkin seeds, popcorn balls; Thanksgiving--raw cranberry relish, cup cakes, prune turkeys; Christmas--butterscotch lollipops, cookies, red and green jello; Spring--vegetable soup, raw vegetable snacks or salad. --For parties children prepare own refreshments rather than bring things from home. Ex.--Each child shape and decorate own cookies. These are baked in advance and then served with fruit juice or milk at party.	<u>Science</u> <u>Color</u> Electricity to run machines Fire for cooking Heat causes change Machines and tools Thermometer Sounds Water--cleaning dissolving	<u>One Press, Kiddie</u> <u>Cookery Task Cards</u>

FOOD EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Enjoying our food: 1. Eating is fun when we use good manners. 2. Food is good for us. We eat everything that is put on our plates. 3. We thank the family for preparing food for us.	--Children can practice setting the table in their play areas. Dishes and silver may be borrowed from the homemaking room or cafeteria. --Practice good manners at all tasting parties and at snack time. --To prevent waste, encourage the children to take small servings and come back for seconds. --Children enjoy hearing about the source of new foods and how they are related to other foods they know well. --Send samples of food products home to the family as a way of saying "thank you" for the food that is prepared. --Clean-up in a foods' lesson can be done by a class committee. --Take a trip to the cafeteria to meet the personnel, see the kitchen and equipment, and learn about the type of lunch children eat there. Samples of food being prepared for that day could be tasted.	<u>Arithmetic</u> Count (silver for table) <u>Art</u> Make centerpieces for table Make place mats <u>Health</u> Attractive surroundings Cooperation Courtesy Self-control Sharing <u>Language Arts</u> Duties of host Follow directions Introductions (If parents come) <u>Science</u> Conserve food Machines and tools <u>Social Studies</u> Families do things for us People who help us Sharing responsibilities	<u>Picture Collection</u> Attractive table settings Cartoon drawings to illustrate table manners

CLOTHING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. DRESSING FOR HEALTH AND APPEARANCE</u>			
A. We wear clothing to protect us from the weather and the seasons.	--Collect pictures or articles of clothing and arrange in groups--suitable for different seasons or weather.	<u>Art</u> Dress dolls Pattern and color	<u>Picture Collection</u> Clothing for different seasons or weather Clothing for play Clothing for school
B. We wear different clothing for school and play.	--Take a trip to a clothing store to see the different types of clothing available.	<u>Health</u> Clothing for protection	
C. Clothing helps to make us look more attractive.	--Dress dolls in clothing suitable for different weather, season, or occasion. --Have a fashion show where each child can model clothing suitable for a certain season, weather, or occasion. (Children may wear parents' clothing or may dress dolls and put on display.) --Demonstrate how clothing can make a person less attractive by putting on wrong colors, sizes, types, etc. Ask child to evaluate. --Examine the different patterns and colors that are used in the clothing of the children in class.	<u>Science</u> Color Feel of fabrics Seasons	

II. GETTING OUR CLOTHING

A. We buy our clothing at the store.	--Take a trip to a clothing store to see the different types of clothing available.	<u>Social Studies</u> People who help us Our family helps us	<u>Exhibit</u> Apron brought at store Apron, cloth, pattern made at home. (Can be same design and color)
B. We buy cloth and make our clothing.	--The teacher can wear a garment that has been made at home. Bring a sample of the cloth and the pattern for the class to see. Or the teacher may bring cloth and pattern first and then make the garment.		<u>Field Trips</u> Clothing store
C. We get clothing from other family members.			

CLOTHING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
			<u>Picture Collection</u> Articles of clothing found in store Articles of clothing that can be made at home <u>Filmstrips</u> Alice in Consumerland: <u>Fables and Labels</u>

III. CARING FOR OUR CLOTHING AND OUR APPEARANCE

70	A. We wear an apron when we work to keep our clothing neat and clean. B. At night we put the dirty clothing in the laundry, and hang up the rest. C. We take off our wet clothing and hang it up to dry. D. We wash our hands often. E. We scrub our nails when we wash our hands. F. We try to take a bath everyday. G. We brush our hair everyday. H. We try to smile often.	--Have children wear smocks and aprons when doing art work, cleaning, food preparation, etc. --Demonstrate method for washing hands and nails. --Demonstrate proper way for brushing and combing hair. --Demonstrate proper way for hanging up clothes. --Discuss importance of having own towel, washcloth, comb, brush. --Show importance of giving mother clothing that has stains on it by demonstrating ease or difficulty of removing stain--spill juice and wipe up immediately; remove wet stain, remove dry stain. --Discuss how to dry clothing that is wet.	<u>Health</u> Care of clothing Personal cleanliness <u>Science</u> Water--cleaning, evaporation	<u>Exhibit</u> Grooming aids
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CLOTHING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. SEWING FOR FUN			
A. We like to make gifts for our family.	-- Demonstrate proper method for using and caring for sewing tools; ex. passing scissors, putting pins in pincushion.	<u>Art</u> Choosing colors Creative designs	<u>Exhibits</u> Sample gift projects
B. Sewing is fun when we know how.			
C. We follow directions carefully.	-- Make simple gifts for family at Christmas, Easter, Mother's Day, etc. Felt material with punched holes and yarn for lacing can be used for such gifts as bookmarks, cosmetic cases, pictures cases.	<u>Health</u> Safety	
D. We take care of our sewing supplies.		<u>Language Arts</u> Follow directions Sharing	
		<u>Science</u> Color Sounds Tools	
		<u>Social Studies</u> Doing something for parents	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LEARNING ABOUT PEOPLE			
A. People need food, clothing, and shelter.	-- Tell about all the times you are able to say "please" and "thank you" in a day.	<u>Health</u> Basic needs Sharing	<u>Picture Collection</u> Children in different situations being polite and impolite.
B. We are happier when we are polite. We say "please" and "thank you."	-- During the school year birthday or holiday parties have the children practice being polite.	<u>Language Arts</u> Cooperation Courtesy Follow directions Routine Self-control	
C. We like to share our possessions.	-- Children prepare foods in school; share with another class.		

FAMILY LIFE EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how we must return things, that are lent to us, in good condition.		

II. LIVING IN A FAMILY

A. A family is made of different members.	--Tell about the new baby at home. What do they do for themselves, what must others do for them? Discuss why we like to do things for the baby.	<u>Art</u> Draw pictures Wrapping paper for gift	<u>Picture Collection</u> Family members Family working, playing
B. Families live in homes.	--Discuss what causes baby brother or sister to cry. What can we do to help to keep them from crying.	<u>Health</u> Family roles Sharing	<u>References</u> J. C. Penney, Me, Myself and I: How Preschooler See Themselves
C. Family members help one another.	--Children can practice family roles in the play center.	<u>Language Arts</u> Cooperation Courtesy Follow directions Routines	<u>Filmstrips</u> "Understanding Changes In the Family" Guidance Associates (What's A Family, Little Brother-Big Pest)
D. My parents do things for me.	--Prepare a gift of candy or cookies for the family--do at a time of the year when the family wouldn't be expecting a gift and call it a "thank you gift for being nice to me."		
E. I try to be polite to my family.	--Discuss how caring for clothing, wearing smock, changing to play clothes are all ways to help at home.		
F. We work and play together in my family.	--Collect pictures of families showing different family members. Discuss what the different members do.		
G. Holidays are times when we can be nice to other people.	--Show pictures of family members helping one another. Have children discuss whether they do these things; or have seen others do these things.		

FAMILY LIFE EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Draw pictures of the things par- ents do for children; children do for parents; work time at home; play activities, especially of parent and child.		"Sharing Responsibilities" Educational Projections

III. LIVING IN THE COMMUNITY

A. Many families live in our neighborhood.	--Take a walk through the neighbor- hood. Note homes; stores, school; how families care for their homes; how we have sidewalks and roads and do not need to walk on grass.	Arithmetic Compare types Count homes, stores Read house nos.	Picture Collection Homes, school, stores found in a neighborhood
B. Our neighborhood is part of our community.	--Children might draw pictures of buildings they saw on the walk through the neighborhood.	Art Draw pictures Wrapping pap- er	Filmstrips "Friends," Educational Projections Corp.
C. There is a store in my neighborhood.	--Discuss how children might show their friendship for the neighbors. They might prepare a cookie or candy gift to take home to the neighbor or a community helper.	Health Cleanliness Safety (on walk) Sharing	
D. I am friendly to the people in my neighborhood.	--Show pictures of homes and dis- cuss kinds of families that live there and how child can be friendly to each family that lives in his neighborhood.	Language Arts Cooperation Follow direc- tions Routines Tell story	
E. I am careful of my neighbor's property.			

HOUSING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. We live in homes.	--Have children tell about their homes.	Arithmetic	Picture Collection
B. Our homes protect us from heat and cold.	--Take a walk through the neighborhood. Note the different kinds of homes.	Compare homes Count homes, objects	Families have fun Homes Storing possessions
C. We can store our possessions in our homes.	--Have children tell about the things in their homes that protect them from heat and cold (furnace, and air conditioner,)	Art Draw pictures	
D. We can have fun in our homes.	--How does the school protect the children from heat and cold? --Discuss how possessions are stored in the classroom. Have children tell how they store their possessions at home. --Display pictures of different ways to store possessions. --Display pictures of families having fun. --Have children tell about the fun they have in their homes.	Health Cleanliness Courtesy Family fun Protection from heat and cold Safety Sharing Language Arts Cooperation Follow directions Routines--caring for things Tell story Science Classify things Conserve things in home Machines	

HOUSING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Families Homes Sharing responsibilities	
<u>II. CARING FOR OUR HOMES</u>			
A. We like to help at home. B. There are many ways that we can help at home. C. We pick up our toys so no one will fall over them. D. We are polite when we go to the store E. The person in the store helps us get the things we need. We pay in the store for what we buy.	--Discuss all the ways water is used to clean things at home. --Discuss how caring for our bedrooms, possessions, and our clothing are all ways to help at home. --Show pictures of family members helping one another. Have children discuss as to whether they do these things; seen others do these things. --Have children discuss the tools or machines that they use to help at home. They should understand how they make work easier, safety features, sounds they make. --Tell about all the ways you can be polite, when you go to the store. --Take a trip to the neighborhood store to observe how the clerks help us. Have children select and pay for some vegetables to take back to school.	<u>Arithmetic</u> Compare things, prices Count objects, money <u>Art</u> Draw pictures of trip <u>Health</u> Cleanliness Courtesy Family relations Safety Sharing <u>Language Arts</u> Cooperation Courtesy--home, store Follow directions Routines Tell a story about helping at home	<u>Picture Collection</u> Family working Machines in the home Water in the home <u>Play centers in classroom</u>

HOUSING EXPERIENCES IN HOME MAKING

KINDERGARTEN

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Children can practice "helping at home" in the play centers.	Science Electricity to run machine Sounds Tools and machines to help at home Water--cleaning Social Studies Family relations Family roles Neighborhood stores People who help us in store Sharing responsibilities	

III. HAVING FUN IN OUR HOMES

A. Many families enjoy picnics.	--Display pictures of families having fun.	Arithmetic Count, measure, compare	Picture Collection Families have fun
B. Holidays are times when we have fun. We like to decorate and do many things.	--Have children tell about the fun they have at home. --Prepare foods for different seasons of the year--ex., Halloween--orange jello, pumpkin pudding, roasted pumpkin seeds; Thanksgiving - raw cranberry relish, prune turkeys; Christmas - cookies, red and green jello; Valentine - cookies.	Art Decorate foods, gifts Make place mats, centerpiece	

HOUSING EXPERIENCES IN HOMEMAKING

KINDERGARTEN

<u>Some Basic Understandings</u>	<u>Some Suggested Experiences</u>	<u>Integration Possibilities</u>	<u>Some Suggested Resources</u>
	--For parties let children prepare own refreshments rather than bring them from home. Es., Halloween -- each child shape and decorate own cookies. Bake these in advance and then serve with fruit juice at party.	<u>Health</u> Cleanliness Fun Safety Sharing--party	<u>Filmstrips</u> "Manners Are Important," Educational Projections Corporation
	--Practice good manners for different occasions.	<u>Language Arts</u> Cooperation Courtesy Follow directions Write or tell stories about holidays	
	--Discuss how families can enjoy each other more when all members are polite.	<u>Social Studies</u> Family fun Holidays Sharing	

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. We need food to grow to keep well and strong, to supply energy, to satisfy hunger, and to build strong teeth.	--Show pictures of healthy boys and girls. Discuss the signs of good health and the foods that might be eaten.	<u>Arithmetic</u> Counting Grouping foods	<u>Filmstrips</u> "Alexander's Breakfast Secret," Cereal Institute
B. We need to eat fruits, vegetables, cereals, milk, and meat or eggs everyday.	--Discuss foods that give heat and energy. Have a tasting party of these foods in winter. Repeat in spring but show how these same foods might be prepared in a more appetizing manner for warm weather.	<u>Art</u> Decorate place mats for tasting party Draw pictures of foods Make mural to illustrate foods for health.	<u>Picture Collection</u> <u>Breakfast foods</u> Foods for spring (or warm weather) Foods for winter (or cold weather) Foods that build good teeth Healthy boys and girls Lunch foods Snacks low in sugar "They ate breakfast-- They didn't eat breakfast"
C. We like to eat the foods that our parents select and prepare for us.	--Discuss winter activities in all parts of the country. Discuss the foods that help us to take part in these activities.	<u>Health</u> Foods needed Health habits	
D. We need to eat a good breakfast every morning.	--Make a list of foods liked by the class members. Note the variety. Have a tasting party of foods which were not familiar to most pupils. Have both raw and cooked foods.	<u>Language Arts</u> Follow directions Likeness and difference in pictures, words, sounds Tell a story about the foods needed or eaten	<u>References</u> <u>Martin, Nutrition in Action</u> <u>McWilliams, Nutrition for Growing Years.</u>
E. We need to eat a good lunch at noon.	--Collect pictures to illustrate need for breakfast (girl asleep at desk, car out of gas, children fighting or crying).		
F. We eat snacks low in sugar.	--Collect pictures of foods suitable for breakfast. Group according to those like by class members, by others in the family.		
G. We eat food at dinner and parties.			
H. We are responsible for eating the right food.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Check number of people eating a good breakfast. --Discuss what will happen if Tommy has coffee and cake for breakfast and nothing else; if Jane won't eat breakfast. How can you help them to learn to like a good breakfast? --Have each child bring in a sample of his favorite cereal and fruit. Prepare cocoa and serve it with the cereal and fruit. --Bring in empty cereal boxes for class collection. Name the kinds of cereals, their favorites, those never tasted, those liked, etc. Later prepare the less familiar or less popular and taste. --Make oatmeal cookies and let class sample. Prepare cereal snack using a variety of cold cereals mixed with melted butter and garlic salt and roasted in oven. This will illustrate another way to use cereals in the diet. --Have collection of pictures to demonstrate a good lunch. --Have an exhibit of pictures, or actual foods, of snacks low in sugar. Prepare and serve at a tasting party.	<u>Science</u> Animals need food Seasons <u>Social Studies</u> Things we need Variety available	<u>References</u> <u>Scheib, The First Book of Food.</u> <u>Florida Dept. of Citrus, Better Breakfast Cutouts</u> <u>Scott, Foresman Co., Breakfast (Picture Floor Puzzle).</u> <u>Kelloggs, Breakfast Poster</u> <u>National Dairy Council, Do You?, Every Day</u> <u>"Eat the 1-2-3-4-Way, Have A Happy, Healthy Smile, Meals and Snacks For You, We All Like Milk, What We Do Day by Day, What Did You Have For Breakfast This Morning"</u> <u>What Makes A Good Meal For You.</u> <u>Cereal Institute, It's Breakfast Time.</u> <u>Johnny Goes to Nutrition-land - coloring book.</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Have a snack tree. Make a large tree out of brown paper. Mount in room. Children can collect or draw pictures of foods for snacks. They can be added to tree. Children can pick out snacks to show: good combinations, ease of preparing, ready-to-eat, wholesome. --First graders invite second graders to tasting parties or breakfast.		

II. GETTING OUR FOOD

A. Animals give us meat, eggs, and milk.	--Take a trip to a farm to see how milk and eggs are processed.	Arithmetic	Field Trips
B. Plants give us fruits and vegetables.	--Take a trip to a grocery store. Explore the different shelves and note the wide variety of foods available. Pick out foods that could be purchased for a class breakfast.	Add	Dairy farm
C. We get some food from the store.	--Arrange for a fall or winter vegetable show.	Compare things	Grocery store
D. We get some food from the farms near us.	Exhibit fruits and vegetables that we get from plants in our community; that come from far away. Prepare and serve at a tasting party.	Count	Orchard & Farm
E. We get some food from far away.	--Collect a variety of containers and labels and use them for planning meals.	Group	Filmstrips
	--Prepare and serve a tossed salad. Let the class tell what parts of plants their vegetables were.	Make change	"Shopping with Martin for the Milk Group and for the Bread-Cereal Group, California Agriculture Extension, slides.
		Art	'Uncle Jim's Dairy Farm, National Dairy Council
		Draw or make food models	
		Draw pictures of what they saw on trip	
		Language Arts	Picture Collectio
		Follow directions	Foods that come from animals
		Pictures, words, sounds of foods	Foods that come from plants

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Plan and construct a grocery store or cafeteria with articles of food made of papermache; cans, packages, etc. Have children practice planning breakfast or lunch, choosing foods at store, buying, making change.	<u>Language Arts</u> (cont.) Tell a story about trip or experience	<u>Picture Collection</u> Foods that come from the farm Foods that grow in our garden
	--Make popcorn and let class sample. Find out how popcorn grows, etc. Let class see and hear popcorn cook; see, touch, smell, taste when done.	<u>Science</u> Color Learn by use of senses Plants and animals Things change (color, spoil)	<u>References</u> <u>Meshover, You Visit a Spaghetti Factory and Bakery.</u> National Dairy Council, <u>Animals that Give Us Milk, Dairy Farm Panorama, My Visit To The Dairy,</u> Roberts, <u>The First Book of Supermarket</u>
		<u>Social Studies</u> Buying food People who help Source of food Transportation gets us variety	

III. PROTECTING OUR FOOD

A. We wash our hands before eating or handling food.	--Demonstrate the proper method for washing hands before preparing or eating food.	<u>Health</u> Cleanliness Safety--harmful insects, spray	<u>Field Trip</u> Neighborhood store
B. We wash fruits and vegetables before using them.	--In the middle of a cooking class, stop and examine the "cook's hands" under a magnifying glass. Have him wash his hands and re-examine. Discuss what these findings mean when related to cooking at home. Repeat for several other class members.	<u>Science</u> Harmful plants that cause food spoilage.	

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integrated Possibilities Science (con'd)	Some Suggested Resources
C. We keep our foods covered to protect them from the dirt in the air.	--Demonstrate washing fruits and vegetables.	<u>Magnifying glass</u> --make smaller things bigger	<u>Picture Collection</u> Where should we store these foods?
D. We keep some foods in the refrigerator to keep them from spoiling.	--Examine washed and unwashed fruits and vegetables under magnifying glass.	Water is a cleaning agent (dissolve)	<u>References</u> Instructor Educational Service, Jane and Jimmy
E. We keep our garbage cans covered.	--Leave bread, milk, crackers, fruit, vegetables unprotected for a day or two. Observe what happens.		<u>Learn About Fresh Fruit and Vegetables.</u>
	--Have pictures of foods and discuss where to store them.		
	--Discuss how to tell if food is spoiled (taste, color, appearance, odor).		
	--Have children bring in fruits, vegetables, etc. that have started to spoil.		
	--Discuss what is done to keep foods from spoiling. Have children bring in samples of foods that are canned, dried, etc.		
	--Take a trip to supermarket to see different ways of keeping food from spoiling--dried vegetable, vegetable soup in can, fresh vegetable, frozen vegetable.		

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. PREPARING AND ENJOYING OUR FOOD			
A. Working in the kitchen:			
1. We wash our hands and wear an apron to protect our food and our clothing.	--Have children wear an apron and wash hands when they prepare foods. Have a set of aprons for the class or have children bring from home an old shirts/blouse to use for cooking smocks.	<u>Arithmetic</u> Copy Numbers Count objects or ingredients Measure	Printed Recipes
2. We follow directions carefully.	--The teachers should wash hands and wear aprons when working with food.	<u>Health</u> Cleanliness Safety Sharing	<u>References</u> Ore Press, Kiddie Cookery Task Cards
3. Sometimes it is necessary to work in a group and share the jobs.	--Keep a wet dish cloth or sponge near work area to wipe up spilled food.	<u>Language Arts</u> Follow directions Likeness or difference in pictures. Printed words tell a story Sequence in a recipe	Green Giant Co., Safety Booklet
4. We use kitchen tools to make food preparations easier and faster.	--When giving a foods demonstration, the teacher should have a tray near the work area on which to put the dirty dishes.		Safety cartoons, pictures, or slogans
5. We prevent accidents by working carefully, wiping up spilled foods, and using pot-holders, and being careful around electrical appliances	--Demonstrate cleanliness in preparing and serving food. --Recipes can be done on primary typewriter for mimeographing. These can be given to children to follow in class (with teacher help) and then taken home to mother.		Sets of Aprons

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
6. We use recipes to tell us what to do and how to measure ingredients. 7. The cafeteria people work hard. They do many of the things that we have learned to do in the kitchen. They serve many more people than we do.	--Class teacher can write words on board as they are used in food preparation. --Take a trip to the homemaking room to associate letter sounds with simple tools found in a home kitchen. --Take a trip to the homemaking room to see all the different electrical appliances in the room (and for home use). Talk about uses. --Demonstrate how simple tools make work easier. Try to do tasks with tools and without them: ex., different types of can openers; nutcrackers vs. hammer; egg beater--electric or hand, vs. fork; funnel --Take a trip to the cafeteria to watch workers prepare food. In schools with homemaking kitchens, the class might take a trip to the kitchens to watch the older girls prepare food. --Demonstrate how water makes things slippery so it requires careful attention--spilled on floors, wet glasses, or dishes	<u>Science</u> Air pressure (punch can opener--2 holes in can) Electricity Tools and machines Sounds Water--cleaning (dissolve dirt), reduces friction <u>Social Studies</u> People who help us Sharing	

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
B. Preparing foods:	--Prepare and serve a variety of fruits, vegetables, cheese, peanut butter snacks.	Arithmetic	Picture Collection
1. Fruits, vegetables, cereals, and cheese make good snacks; candy is not a good snack.	--Serve a different healthful snack each day with the children's milk.	Copy numbers	Children working in the kitchen
2. Fruit, cereal, bread, and milk are good breakfast foods. We can learn to make our own breakfast.	--Prepare a breakfast that the child could make at home--juice, cold cereal, toast, milk.	Count	Foods for breakfast
3. All children need a good lunch. Some children eat lunch in the cafeteria. Some children go home for lunch.	--Bring fruit; prepare in class and serve hot cereal with raisins, brown sugar, and milk	Measure	Foods for lunch
4. We get different foods at different seasons of the year.	--Invite second graders or parents to a breakfast or cereal tasting party.	Art	Foods of our pets
5. Many foods come from the farm and can be eaten raw or cooked.	--Prepare a simple lunch such as: peanut butter and jelly sandwich, carrot sticks, milk, fruit.	Make place mats	Foods in season
	--Invite parents to visit school lunch period.	Make place cards	Healthful snacks
	--Prepare foods using fruits of the season: ex. applesauce, pumpkin pudding, cranberry sauce.	Health	When we entertain
	--Have tasting parties to sample popcorn, roast nuts, fruits and vegetables.	Cleanliness	References
	--Prepare foods that come from farm--butter, eggs, cocoa.	Safety	Bruno, <u>Cooking in the Classroom</u>
		Health habits	Ellison, <u>The Pooh Cookbook</u>
		Sharing	Girl Scouts, <u>Happily Appley</u>
		Language Arts	Levine, <u>The Kids in the Kitchen</u>
		Follow directions	<u>Cookbook</u>
		Host and guests	MacGregor, <u>The Storybook Cookbook</u>
		Introductions	National Dairy
		Pictures, words, sounds	Council, <u>Let's Make Butter</u>
		Sequence	
		Write stories	

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
6. Gifts of food are fun to make and give.	--Try other ways to have milk besides drinking it plain--soup, milk drinks, desserts, ice cream.	<u>Science</u> Doing experiments	<u>Glovach, The Little Witch's Black Magic Cookbook</u>
7. We can see that our pets get the foods they need.	--Sample a variety of fruits and vegetables raw and cooked.	Electricity	
8. We can prepare and serve good foods for our parties.	--Make food gifts: ex., grape jelly, cranberry relish, orange marmalade, fruit bars, peanut butter candies, cookies.	Fire	
9. Many sounds can be heard in the kitchen when we prepare our food.	--Set out a bird "cafeteria." Experiment with different kinds of food.	Heat--change in state, taste	
	--Entertain little friends, other classes, or parents with simple nutritious foods.	Machines and tools	
	--Experiment with heat in cooking--freeze water and use ice for fruit drink; make ice cream in old fashioned freezer; drop maple syrup, molasses, sugar syrup, or hot fudge on snow or ice. Have children discuss what happens. Taste.	Sounds	
		Thermometer	
		Water--cleaning dissolving, states	
C. Eating our food:	--Practice good manners at all	<u>Arithmetic</u>	<u>Picture Collection</u>
1. Eating is fun when we use good manners.	tasting parties, snack time, and holiday parties	Count--silver for table, places	Attractive table settings Cartoon drawings to illustrate table

FOOD EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
2. Food is good for us and should never be wasted. 3. We say "please" and "thank you." 4. There are many things to know and do when we eat in the cafeteria. 5. We thank those at home and the cafeteria workers for preparing our food.	--Take the class to the cafeteria and let them practice going through the line, setting up tray, saying "please, thank you" taking tray to table, using utensils, opening milk carton. --Make place cards and decorations for class parties. --Discuss with cafeteria manager (or at home) the need to serve smaller portions of food, especially new food. Samples of new foods might be taken to classroom for tasting. --Measure the amount of milk left in the cartons at snack time or noon. Start a campaign to avoid this waste. --Survey foods not eaten at noon. Discuss why not eaten and what to do about it. --Grow some plants for center-pieces--carrot, turnip, beet, in water.	<u>Art</u> Attractive surroundings Cooperation Courtesy Self-control Sharing <u>Language Arts</u> Follow directions Host, hostess Introductions Write stories <u>Science</u> Conserve food <u>Social Studies</u> Appreciation Interdependence People who help us Sharing responsibilities	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. DRESSING FOR HEALTH AND APPEARANCE</u>			
A. We wear clothing to protect our health.	--Collect pictures of clothing. Have children tell when to wear them--play, dress, school, weather.	Art Color Dress dolls	<u>Exhibits</u> Different types of clothing Samples of different fabrics
B. We should change our clothing regularly	--Take a trip to a clothing store to see the different types of clothing available.	Health Clothing for protection	<u>Field Trips</u> Clothing store
C. We change our clothing when it gets wet.	--Dress dolls in clothing suitable for different seasons, weather, or occasion.	Science Color Feel of fabric Properties of fabrics Seasons	<u>Picture Collection</u> Clothing for different seasons or weather Clothing for play Clothing for school Clothing worn in other lands
D. We wear different clothing for school, play, and parties.	--Have a style show or exhibit of different types of clothing for different occasions.		
E. We wear different clothing for different seasons and climates.	--Tell why different fabrics are used for different types of clothing. Let children touch different fabrics and describe how they feel. --Have children tell about new clothing they have. --Collect pictures, dolls or articles of clothing worn in other lands. Discuss when the people might wear this clothing and how it protects them. --Show pictures of children dressed for rain and those not dressed for rain. Discuss various things needed for rain protection. --Discuss why rubber and plastic are good for rain clothing.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how to dry your clothing when you get wet. --Test an old shoe, sweater, rubber, to see which keeps out water the best (put a dry sock of cloth in each and see which stays dry). --Show pictures of children in different types of clothing. Discuss season of year or occasion. Is child dressed appropriately? What changes need to be made? --Wrap jars of warm water in cotton and in wool fabrics. Keep one jar unwrapped. Remove fabrics one hour later and check temperature. Sweaters may be used. Compare cotton and woolen clothing. Use children's clothing for practice.		

II. GETTING OUR CLOTHING

A. Animals give us wool for clothing.	--Take a trip to a store or look through catalogs to see the different types of clothing available.	Science Machines Plants and animals	Exhibits of things made at home and of things bought at store.
B. Plants give us cotton for clothing.			
C. We buy cloth and make clothing at home.	--Use children's clothing to compare animal and vegetable (wool and cotton) fabrics. Discuss how they feel, how they look, what they do (warm, shed dirt)	Social Studies Making cloth People who help us Stores	Picture Collection Articles of clothing found in store Articles of clothing that can be made at home

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Clothing is bought at the store.	--Show pictures of an animal and have samples of fabrics that come from it; repeat for plants.		<u>Picture Collection</u>
E. Some machines are used in cutting cloth and in sewing.	--Do experiments to test for warmth, water repellancy. --Have children bring in patterns that a family member used to make garments. --Discuss the types of clothing a family member can make; those that must be bought at store. --Have children model garments that have been made for them by a family member or others. Include knitted sweaters, gloves, hats and others. --Arrange a simple demonstration of making wool fiber into yarn into cloth. --Discuss machines (tools) that are used for cutting cloth from bolts, and those used for sewing.		Clothing from animals Clothing from plants Samples of wool and cotton for children to touch and compare

III. CARING FOR OUR CLOTHING AND OUR APPEARANCE

A. We wear an apron when we work to keep our clothing neat and clean.	--Collect pictures of different kinds of clothing. Have children tell how they would take care of the different types.	<u>Art</u> Color--choosing and combinations	<u>Exhibit</u> Grooming aids
B. We hang up or put away our clothing when we take it off.	--Assemble kit of soap, nailbrush, wash cloth, towel. Have pupils demonstrate proper use.	<u>Health</u> Care of clothing Health habits Personal appearance	<u>Picture Collection</u> Different kinds of clothing

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We change our clothing regularly.	--Take two pieces of cotton cloth, one clean and one dirty. Demonstrate the cleaning power of hot water and soap vs. cold water.	Science	
D. We wash our hands when they get dirty.	--Have two children get hands dirty. Have one wash with cold water and one with hot water and soap. Discuss difference.	Color	
E. We try to be neat and attractive at all times.	--Make a list of things we can do each day to be neat and attractive.	Water--dissolve evaporation	
F. We wash our hair when it gets dirty.	--Have children tell where they put clothing at night.		
	--Have children tell how they would dry clothing that became wet.		
	--Discuss why people choose colored garments.		

IV. SEWING FOR FUN

A. Sewing tools make sewing easier.	--Demonstrate how to carry and use sharp objects such as scissors, needles, pencils.	Art	Exhibits
B. We take good care of our sewing tools.	--Demonstrate how putting pins in pin cushions keeps from from getting lost, spilling, and jagging fingers.	Choosing colors Creative designs	Sample gift projects
C. We can make simple gifts for family members when we know how to sew.	--Demonstrate why machines make work easier--experiment: tear cloth, use dull scissors, use sharp scissors.	Health Safety Self expression	
		Language Arts Follow directions Sharing	

CLOTHING EXPERIENCES IN HOME MAKING

GRADE ONE

<u>Some Basic Understandings</u>	<u>Some Suggested Experiences</u>	<u>Integration Possibilities</u>	<u>Some Suggested Resources</u>
	--Discuss how to care for sewing tools for safety and better use--ex. scissors--use sewing scissors for cutting cloth as paper dulls them. Give children dull and sharp scissors to cut cloth and they will note the difference. --Simple sewing projects might include 9" x 12" burlap place mats with fringe edges and yarn design at edge; pin cushions made of 9" x 4" cotton fabric and stuffed with nylon stockings; felt cases with yarn and running stitch.	<u>Science</u> Color Sounds Tools <u>Social Studies</u> Doing something for parents	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LEARNING ABOUT PEOPLE</u>			
A. We are alike and different in many ways.	--Collect pictures to illustrate how people are alike, different. Ex.--alike, need to eat, sleep, have friends; different, body build, hair coloring, size, interests.	<u>Health</u> Courtesty Emotions Relaxation Sharing	<u>Picture Collection</u> Animals--alike and different Friends People--alike and different
B. We can learn to control our feelings of fear, anger, and disappointment.	--Write stories about animals that are alike and different.	<u>Language Arts</u> Dramatization	
C. We are happier when we can be part of a group.	--Have children demonstrate how they can be considerate of: --father who is trying to take a nap.	Likeness and difference in pictures Cooperation	
D. We are happier when people are considerate of each other.	--new child in school. --guests at a tasting party.	Routine Self control	
E. We enjoy and benefit from relaxing activities.	--Make a scrapbook of friends. Discuss why they are your friends.	<u>Social Studies</u> Basic needs People	
<u>II. LIVING IN A FAMILY</u>			
A. Home is the center of family life.	--collect pictures of happy homes; activities being done in the home.	<u>Art</u> Draw pictures	<u>Filmstrip</u> "Occupations," Educational Projections Corp.
B. Families are alike and different in many ways.	--collect pictures to illustrate how families are alike, different. Ex.--size of family, age of members, parents living.	<u>Health</u> Family characteristics	"Sharing Responsibilities," Educational Projections Corp.
C. Each family member has an important role to play in his family.	--Draw a picture of a family.	Family relations	
D. Parents help children to grow.	--Encourage children to play house and act out roles of family members.	Family pleasure Sharing	<u>Picture Collection</u> Homes and home activities Families

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Brothers and sisters need help from one another.	--Act out types of work a parent does. Draw pictures of work parents do.	<u>Language Arts</u> Cooperation Courtesy Dramatization	
F. It is fun to play with a baby.	--Observe animals caring and feeding young.	Follow directions	
G. It is fun when family members share their possessions.	--Tell about a new baby at home.	Routines Self-control	
H. We have fun in our family.	--If someone in family is sick, what can children do to help? (amuse young, attractive food tray). --How does family help you? What can you do to help family? --Discuss how caring for one's own possessions is a sign of growing up. --Talk about good family times and fun shared.	Science Heredity Social Studies Family life Family roles	

III. LIVING IN THE COMMUNITY

A. People in a community work together to help one another.	--Suggest ways in which you can be of help to someone in the neighborhood.	<u>Art</u> Draw pictures	<u>Picture Collection</u> Community helpers
B. My friends and their families live in our community.	--Tell how you feel when someone helps you; when you help someone else.	<u>Health</u> Courtesy	<u>Filmstrips</u> "Friends," Educational Projections Corp.
C. I try to be considerate of people in my community.	--Show pictures of people who live and work in the community. Discuss how they help us and how we can help them. --Act out roles of people in community.	<u>Language Arts</u> Cooperation Dramatization Group work Routines Tell story	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. I try to share and take turns with the people in my community.		<u>Social Studies</u> Community Interdependence People	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. Homes provide us with protection.	--Show pictures of homes and discuss kinds of families that live in them.	Health Cleanliness Courtesy Family pleasure Family relations Family roles Protection Sharing	Picture Collection Homes and home activities Homes protect us
B. Homes are the places where family members live together.	--Collect pictures of family homes; activities being done in home. Discuss.		
C. Homes are the places where we can have fun together.	--Tell how homes provide protection. Collect pictures to illustrate. --Have children tell about the fun they have at home. Discuss why they are able to have this fun at home. --Discuss how children can help to provide fun at home.	<u>Language Arts</u> Cooperation Courtesy Dramatization Follow directions Routines Tell or write stories about family fun	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities <u>Social Studies</u> Family life Homes Sharing responsibilities	Some Suggested Resources
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II. GETTING AND FURNISHING OUR HOMES

A. People live in many different kinds of houses.	--Collect pictures of different kinds of houses--1 floor, 2 floor, apartment, trailer.	Art Color used in home Home decorations	Picture Collection Kinds of homes Lighting the home Home decorations
B. Houses are made of different things.	--Collect pictures of houses made of different kinds of materials--wood, stone.	Language Arts Follow directions Pictures, words, sounds Tell story about homes	
C. Building a house is a big job.	--Take a trip to see a house being built.	Science Building materials Color in homes Heating	
D. Many people helped to make our house.	--Discuss what color does for a room. What colors are used in the different rooms in your home? Who chooses them?		
E. Plants and flowers make pretty decorations for our home.	--Discuss how homes are heated. Tell how you can keep heat in or out of your home. --Take a trip to a store to observe all types of electric lamps. --Create decoration for fall parties. --Make decorative arrangements of fall plants for school room or home. --Grow some plants for decorations--carrot, turnip, beet tops put in water; or plant orange or grapefruit seeds in dirt.		

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science Lighting Plants-- decorations Tools and machines	
		Social Studies Building homes People who help Variety of houses and building materials	

III. CARING FOR OUR HOMES

A. We share the responsibility for keeping things neat and clean in our home.	--Make a chart of family work and the members who do it. --Show pictures of family getting ready for winter--how are they dressed, what are they doing, why?	Health Cleanliness Courtesy Family roles Safety Sharing	Picture Collection Electrical helpers Family prepares for summer; winter Family working Machines in the home Stores Water in the home
B. It is fun to help at home when you know how.	--Take a trip to a nearby home to see how they get ready for winter; spring?	Language Arts Cooperation among family Courtesy-- home and store Follow directions Routines Self-expression	
C. We have many things to help us with the work in our home--electrical helpers, tools, water.	--Take a trip to a store or to the homemaking room to see all the kinds of electrical appliances. --Collect pictures of electrical helpers--toaster, mixer, refrigerator, juicer, dish-washer. Have children tell how used in homes.		
D. We try to avoid accidents by being careful when we work and play.			

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. It is fun to listen to the many different sounds in the home.	--Show pictures of people doing work when no electric helpers are available.	Science Electricity	
F. It is fun to go to the store.	--Discuss ways to make electricity safe--wire covering, switches, proper way to put in plugs.	Fire and hazards	
G. There are different kinds of stores. Some stores sell many things and some sell only food; clothing, or furniture.	--Use simple machines to make work easier--ex., can openers, nutcrackers, eggbeaters. Try to do tasks without the tools.	Safety Sounds Tools, machines	
H. The person in the store will help us when we shop for groceries.	--Observe the fire hazards in a home. Tell what to do about them.	Water-cleaning, reduce friction.	
I. We try to be thrifty and spend money wisely.	--Discuss all the ways that water is a helper in the home--wash clothes, people, dishes; water plants; cooking; drinking. --Discuss how to use water in the home--ex., dissolve things in hot or cold water; how to measure for cooking. --Discuss what makes floors or dishes slippery. How can you prevent accidents?	Social Studies Family roles Interdependence Money and thrift People who help us Sharing responsibilities Stores	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE ONE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. HAVING FUN IN OUR HOMES</u>			
A. Families can have fun together.	--Display pictures of families having fun.	<u>Health</u> Fun	<u>Picture Collection</u> Families have fun
B. Holidays are times to have fun.	--Talk about good family times and fun shared.	Safety Sharing	Holidays
C. We like to bring our friends to our homes.	--Show pictures of different holidays. Have children tell how they celebrate these holidays. --Discuss how we should act when we are invited to someone's home. --Discuss how we can entertain our friends in our home. --Discuss what we should do before we invite friends to our home.	<u>Language Arts</u> Cooperation Courtesy-- home Dramatization Introductions Write or tell stories about family fun <u>Social Studies</u> Family fun Holidays Sharing	

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. EATING FOR HEALTH</u>			
A. We need food to grow, to keep well and strong, to supply energy, to satisfy hunger, and to give us pleasure.	--Collect pictures for families eating meals together. Stress how they enjoy eating. What makes them enjoy eating? How help our bodies to digest food?	<u>Arithmetic</u> Adding, subtracting Counting Grouping foods	<u>Exhibits</u> Children's clothing
B. Our body changes the food so that it can be used to make bones and teeth, and to supply energy.	--Discuss how to help teach younger children to choose foods wisely; other boys and girls who do not eat their food?	<u>Art</u> Decorate place mats for tasting party Draw pictures of foods Make posters, murals	<u>Filmstrips</u> "Alexander's Breakfast Secret," Cereal Institute
C. We need to eat fruits, vegetables, cereals, milk, and meat or eggs every day.	--Discuss kinds of food that babies eat. Bring some to class to sample. Do they taste good? Tell why babies must eat these foods.		"Come Aboard the Good Ship Vitamin C," Calif. Agriculture Extension (slides)
D. We need to eat a good breakfast every morning.	--Have children discuss what they want to be when they grow up. What foods will help them to grow faster and to be able to do the job?	<u>Health</u> Foods needed Health habits Nourishing foods when sick	"Dairy Products and Other Packaged Foods", Educational Projections.
E. We need to eat more fruits and liquids when we are sick.	--Show pictures of children and animals well nourished and poorly nourished. Discuss what foods are needed to make the poorly nourished children better nourished.		"The Munchers-A Fable", American Dental Association
F. We try to avoid drinking tea and coffee and eating too many sweets.	--Try on some big children's clothing. Discuss foods that will help them to grow big enough to wear the clothing.	<u>Language Arts</u> Follow directions Likeness and difference in pictures, words, sounds Self expression Write or tell stories	"Vegetables and Fruits" Educational Projections
G. We can buy a good lunch in the school cafeteria.			<u>Picture Collection</u> Breakfast and lunch foods Children and animals well and poorly nourished
H. We can bring a good packed lunch from home.			Children eating

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FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. We eat snacks low in sugar.	--Cut out food pictures--arrange on chart as good meals.	Science	Picture Collection
J. We eat food at dinner and parties.	--List on board foods which can be eaten for breakfast. Tell which they like best; which are new.	Body changes food	Families eating together
K. We eat the foods that are prepared for us.	--Hold up pictures of children eating. Tell what foods they are having for breakfast; what they will need during the day.	Children grow and change	References
L. We are responsible for eating the right foods.	--Prepare breakfast that a child can get for himself if these at home are sick or at work; if child is in a hurry.	Social Studies	Martin, <u>Nutrition In Action</u>
	--Tell about foods you eat in hot or cold weather.	Variety available	Scheik, <u>First Book of Food</u>
	--Write names of foods on board. Match pictures of foods with names. Discuss when the foods might be eaten, how eaten.		Shepard, <u>Vegetable Soup Activities</u>
	--Pretend there is a new girl in school and you escort her to the cafeteria. Help her select a good lunch. Explain how the cafeteria workers plan good meals.		Florida Dept. of Citrus, <u>Better Breakfast Cutouts</u>
	--Discuss desserts as to favorites and why; when eat them and why; which desserts give more milk, egg, fruit.		Kelloggs, <u>Breakfast Poster</u>
	--Each child can bring a favorite fruit or vegetable from home. Demonstrate ways to serve raw. Pass samples.		Univ. of California, <u>Cartoon Nutrient Characters</u>
			U.S. Dept. of Agriculture, <u>Eat A Good Breakfast</u>
			National Dairy Council, <u>Everyday ... Eat the I-2-3-4 Way</u>
			<u>What We Do Day by Day, What Makes A Good Meal For You?</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss foods made of milk that would taste good to a sick child. --Discuss foods that children can bring from home for a packed lunch. --Discuss how eggs are used at home. Prepare and sample some egg dishes. --Prepare party foods or snacks that don't include sweets.		<u>What Did You Have For Breakfast This Morning, More Milk Please</u> <u>Areal Institute, It's Breakfast Time</u> <u>McDonalds, Nutrition Action Pack</u> <u>Jensen, The Little Lost Tooth</u>

II. GETTING OUR FOOD

A. The different parts of plants are used for food in a variety of ways.	--Have a display of fruits and their seeds--fleshy, berries, pods, nuts, grains. Label each. Taste. --Bring in samples of different foods from seed.	Arithmetic Compare items, prices Count, add Grouping Make change	Field Trips Bakery Grocery store
B. Transportation makes it possible for people to get a variety of foods.	--Trace journey of wheat from stalk to bread.		Filmstrips "Alice In Consumerland," January Productions
C. Bread is a food that we get from the cereal plant.	--Visit bakery or observe work of baker.	Art Draw or make food pictures, scrap-books, posters	"Uncle with Martin for the Milk Group and for the Bread-Cereal Group," Calif-Agricultural Extension
D. Milk, cheese, and butter are animal products.	--Make posters or scrap-books to show the foods we get from animals; from plants.		
E. Meat, eggs, fish are animal products.	--Primitive people prepared grain for eating. Grind and cook some whole grains. Compare with the method we have for getting our grains at store and cooking quickly or serving cold.	Language Arts Follow directions Pictures, words, sounds of foods	
F. We buy fruits, bread, milk, cheese, and butter at the store.	--Show picture of squirrels. Discuss how they get food, why they save some, how they store it.	Write or tell stories about foods	

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss foods that grow only in warm climates. How do we get them? --Plan a trip to the store to find out how they get their food. Make a picture book about foods. --Compare prices of milk and other foods in towns, cities, farms. --Dramatize role of storekeeper and customer. --Show how dried foods can be used--soaking peas, raisins, prunes. Note difference. Collect pictures of--or prepare--good foods using raisins. --Visit a store to see how many different ways apples are available in the store. --Take a trip to the store to see things being unloaded.	Science - Changes in food - Climates - Plants and animals - Transportation Social Studies - Buying food - People who help - Source of food - Transportation gives variety and foods at all seasons	Picture Collection - Foods from animals - Foods from plants - Foods from the store - Transporting food References - National Dairy Council, <u>Where We Get Our Food</u> - Urban Panorama Kit - My Visit to the Dairy - Let's Make Butter Dairy - Farm Panorama Kit - Animals That Give People Milk

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
			Roberts, <u>The First Book of Supermarkets.</u>

III. PROTECTING OUR FOOD

A. We wash our hands before eating or handling food.	--Put foods with much water in them (apples, banana, tomato) and those with little water and a hard covering (nuts) on a plate. Let stand for several days. Discuss why the foods with much water started to spoil. What does this mean in terms of storing food?	Health Cleanliness Safety	Field Trip Cafeteria Dairy Grocery store
B. We wash fruits and vegetables before using them.		Science Evaporation Food preservation Harmful plants that cause spoilage	Picture Collection Where should we store these foods?
C. We keep our foods covered to protect them.	--How are foods kept fresh for long periods of time?	Microscope Pasteurization Water--dissolves	References National Dairy Council, <u>My Visit to the Dairy Farm.</u>
D. We keep our milk products in the refrigerator.	--Discuss how the invention of the refrigerator and freezer has made life easier.		
E. We keep some of our fresh foods in the refrigerator.	--Discuss the importance of keeping some foods clean, cold, and well-covered. How is this done?		
F. We store bread properly.	--Visit a dairy to see how milk is pasteurized, kept clean, and cool.		
G. We preserve fall fruits and vegetables for winter	--Examine water under a microscope. Boil some of the water to sterilize it; then re-examine it. Compare results.		
H. We store nuts in a dry place.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Look for the government inspection stamp on meat. What does this mean? --Bring in samples of food storage containers. List the foods packed in each type. --Visit the cafeteria kitchen to see how food is prepared so that it is clean and good to eat. --Take a trip to the grocery store to see the things that are used to help cut, grind, and protect food. --Have pictures of foods and discuss where they should be stored. --Discuss how foods are preserved for later use. Make applesauce or jelly and save until later in year. Different methods of preservation can be demonstrated.		

IV. PREPARING AND ENJOYING OUR FOOD

A. We use simple kitchen tools to make work easier and faster.	--Compare work required to do simple cooking jobs when using a tool and when doing the work by hand:	Arithmetic Copy numbers Count Measure	Cookbooks
B. We prevent accidents by wiping up spilled foods, using potholders, and being careful around electrical appliances.	--break apple, nut-hand, knife, nut cracker --chop nutmeats-knife, grinder --beat egg--fork, beater --juice oranges-hand squeeze, hand juicer, electric juicer	Health Attractive surroundings Cleanliness	Picture Collection Different kinds of food Foods in different forms Fruits, vegetables, eggs prepared in a variety of ways Machines used in the kitchen

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We like to watch the cafeteria and restaurant people work.	--Tell how electricity is used to get food ready to eat.	<u>Health (cont'd)</u>	Printed recipes
D. We follow recipes, follow directions, and measure ingredients accurately.	--Collect pictures of machines or tools used in the kitchen.	Good manners aid digestion	References
E. We have found that some foods dissolve and heat faster than others.	--Have a tasting party of new foods and different methods of preparation.	Safety Sharing	Bruno, <u>Cooking In the Classroom</u>
F. We can prepare fruit and vegetable snacks.	--Hold up pictures of food and ask children to give changes that have taken place in the different foods-ex. baked cookies.	<u>Language Arts</u>	Cooper, <u>And Everything Nice</u>
G. We can prepare milk drinks and snacks.	--Demonstrate what happens when heat or cold is applied to food-ex: Jello is dry. Add hot liquid and jello dissolves and is liquid. Add ice cubes and jello becomes solid.	Follow directions Printed words tell a story Self expression Sequence in a recipe Write stories	Ellison, <u>The Pook Cookbook</u> Glovach, <u>The Little Witch's Black Magic Cookbook</u> Girl Scouts, <u>Happily Appley</u> Learning Stuff, <u>It's More Than A Cookbook</u> Nitty Gritty, <u>Kid's Cookbook</u>
H. We can prepare fruits in a variety of ways.	--Discuss how to put out a fire in kitchen using water, soda, vinegar, salt, and blanket.	<u>Science</u>	MacGregor, <u>The Storybook Cookbook</u>
	--Have a "Sense Tasting Party"-let children hear and guess sounds heard in a kitchen; taste and guess foods; smell and guess goods; touch foods.	Changes in food Electricity Fire Learn by use of senses Temperature Tools and machines Sounds Water	Schieb, <u>The First Book of Food</u> Shepard, <u>Vegetable Soup Activities</u>
	--Prepare a variety of milk dishes-creamed vegetables, milk desserts. Make cottage cheese. Sample different kinds of cheese and use in cooking.		
	--Make butter or ice cream.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Cook and taste mild and strong flavored vegetables. --Study recipes in a cookbook to discover the many uses of eggs in cooking. --Study cookbooks to discover the many different ways to prepare and serve fruit. Prepare and serve some fruit raw and some cooked. --Discuss what is pleasant conversation to have at meals. --Practice chewing slowly and with mouth closed. --Write stories about the food studies. --Visit the cafeteria (or restaurant) --to see how they use machines to make work easier. --the methods they use for cooking foods. --the variety of ways they serve fruits, vegetables, milk, eggs. --how they make food appear attractive.	<u>Social Studies</u> <u>Interdependence</u> <u>Sharing responsibilities</u>	- Fenton, <u>Fruits We Eat</u> - Preno, <u>Manners</u>

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. DRESSING FOR HEALTH AND APPEARANCE</u>			
A. We wear clothing to protect us from the weather.	--Collect pictures from magazines, showing children dressed for different occasions.	Art Color Design	Exhibits Different types of clothing Samples of different fabrics
B. We wear different clothing for different seasons and weather.	--Dress dolls in clothing suitable for four seasons. Explain why certain fabrics are best used.	Health Clothing for protection	Picture Collections Clothing for different occasions, weather, seasons, people.
C. We wear different clothing for different occasions.	--Have child try on sweaters of her own, a smaller classmate, a larger classmate. Let class discuss the fit as to appearance. Let child discuss the fit as to comfort.	Science Color Feel of fabrics	Clothing types in many different colors and designs.
D. We wear clothing that fits us properly.	--Let child borrow classmates' sweaters. See which colors go best with his outfit.	Properties of fabrics	
E. Clothing can help to make us look more attractive.	--Using samples of clothing, demonstrate how some colors and patterns go together and some don't.	Seasons	
	--Have pictures of all types of clothing and in many colors and design. Use them to motivate a discussion on choice of clothing for different occasions, seasons, weather, and people.		
	--Discuss why people choose to wear light colored clothing in hot weather; dark colored clothing in cold weather.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING OUR CLOTHING</u>			
A. Animals give us wool and silk for clothing.	--Make posters of clothing that comes from plants and animals.	Science	Picture Collection
B. Plants give us cotton for clothing.	--Plan a mural or chart on "Our clothes are made of many different fabrics." Make sections for cotton, wool, silk, nylon, polyester. Have children collect pictures and put on chart in proper section.	Machine Plants and animals	Articles of clothing found in stores Articles of clothing that can be made at home
C. Man makes thread from wool, silk, cotton and synthetics.	--Display pictures of animals and of plants and have samples of fabrics that come from them.	Social Studies	Clothing and fabrics from animals and plants
D. Man makes cloth from the thread.	--Use children's clothing to compare animals and vegetable (wood, cotton, silk) fabrics. Discuss how they look, what they do.	Make cloth People who help us	Synthetic fabrics
E. Man makes cloth into clothing.	--Get different kinds of cloth. Use a magnifying glass to see how threads have been used to make the cloth. Let children make thread from cotton by pulling and rolling. Then use the threads to make cloth. The children might be interested in doing a simple weaving project (to make own cloth.)	Stores Transportation	Samples of wool and cotton for children to touch and compare
F. Many machines help man to make the fibers into clothing.	--Discuss the kinds of stores where clothing can be purchased.		
G. Transportation makes it possible to get a variety of clothing.	--Look at catalogs to see what clothing is available.		
H. Clothing is bought in different kinds of stores.	--Look at ads or magazines articles to learn how transportation has made it possible for us to have clothing from Europe, West coast.		
I. Sometimes people give us clothing for gifts.			
J. Sometimes we buy cloth and make our clothing at home.			

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Have child tell about or model an article of clothing he has received as a gift. --Have children tell about or model garments that have been made for them. --Discuss the types of clothing that people usually buy instead of making. --Demonstrate what to look for when buying clothing (ex. fit, color, fabric).		

III. CARING FOR OUR CLOTHING AND OUR APPEARANCE

A. We protect our clothing when we work and play.	--Discuss how to protect clothing when working and playing (apron, smock, change clothing.)	Art Color Design	Exhibit Grooming aids Hangers
B. We put our clothing away when we take it off.	--Make picture of closet and label how to use space.	Health Care of clothing	Picture Collection Different kinds of clothing
C. We use a clothes brush to keep our clothing neat.	--Demonstrate how to keep things orderly when space is limited.	Health habits Personal appearance	Neatly arranged closets
D. We give special care to our dirty, wet or stained clothing.	--Display pictures of neatly arranged closets and drawers.	Language Arts Self expression Words and pictures Write story	Well groomed and poorly groomed children
E. We give special care to our winter and summer clothing.	--Discuss how to care for winter and summer clothing when not in use.	Science Color Tools	
F. We keep our body, hands, and hair clean.	--Display different kinds of hangers for hanging up clothing.		
	--Assemble a "good grooming" kit for class. Encourage children to repeat at home.		
	--Demonstrate how to shine shoes.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understanding	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
G. We comb our hair when it needs it.	--Demonstrate how to wash and dry hands. Discuss what to do if hands get chapped.	<u>Science</u> Water--dissolve, evaporation	
H. We look and feel better when we have good posture.	--Demonstrate how to use a nail brush.		
I. We look better when our clothing is neat and clean and appropriate for the occasion.	--Discuss how--and when and where--to comb hair.		
J. We try to smile often.	--Display pictures of children neatly and appropriately dressed and of children not well dressed. Discuss what makes the children appear well-groomed; what can be done to help children not well groomed.		
K. We use a mirror to see how we look.	--Write names of clothing on board. Match picture of clothing with the word.		
	--Write story or letter about how to care for clothing and dress attractively.		
	--Encourage children to check appearance in mirror before leaving bedroom or bathroom.		
	--Have a "personal appearance check" each morning.		

IV. SEWING FOR FUN

A. Sewing tools make sewing easier.	--Demonstrate how to carry and use sharp objects such as scissors, needles, pencils.	<u>Art</u> Choosing colors	<u>Exhibits</u> Sample gift projects
B. The sewing machine makes sewing easier	--Use the sewing machine to make a simple project.	Creative designs	<u>References</u> Roberts, <u>The First Book of Sewing</u>
C. We use our sewing tools correctly and safely.			

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. We can make simple gifts and things we need when we know how to sew.	--Demonstrate the use of a sewing kit or box for storing sewing supplies.	Health Safety Self expression	
E. Knitting, crocheting and embroidering can be good hobbies.	--Sew a ten inch seam by hand and another seam by machine. Compare results as to ease of doing, time required, appearance of finished seam.	Language Arts Follow directions Sharing	
	--Demonstrate how to do simple knitting, crocheting, or embroidering. Let children make a simple project.	Science Color Sounds Tools	
	--Simple sewing projects might include burlap mats for school use, felt pad and pencil kits, bean bags, afghan squares.	Social Studies Doing something for others Hobbies	

V. LEARNING ABOUT THE HISTORY OF CLOTHING

A. The people in the past had different kinds of cloth and clothing.	--Have parents or grandparents tell how their parents made cloth and clothing.	Art Color Design	Picture Collection Clothing worn in years past. Early family life Making cloth
B. The people in the past had different ways of making cloth and clothing.	--Display pictures of sewing bees, home sewing, clothing of past years.	Health Courage Hobbies Safety Self expression	References Sasfield Publishing Early America (coloring book) Hayes Publishing, Pioneer Days

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Language Arts</u>	
		Follow direc- tions	
		Research	
		Sharing	
		Write stories about past	
		<u>Science</u>	
		Color	
		Making cloth	
		Machines and tools	
		<u>Social Studies</u>	
		Early family life	
		Sharing--inter- dependence	
		Hobbies	
		Meeting basic needs	
		New inventions	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LEARNING ABOUT PEOPLE</u>			
A. People need food, clothing, shelter.	--Discuss what to say when you meet new friends.	<u>Art</u> Draw pictures of people, activities	<u>Filmstrips</u> "Friends," Educational Projections.
B. People are happy when they have families, homes, and friends.	--Discuss how we feel when we quarrel. --Discuss why children fight. How can they prevent it?	<u>Health</u> Basic needs Courtesy Emotions Sharing Sportmanship	<u>Picture Collection</u> Children's fun Unhappy children and people
C. People are happy when they share things and are good winners and losers.	--Discuss why a parent scolds. How can you help them not to scold? --Make a chart of leisure time activities.		<u>References</u> Anglund, A Friend Is Someone Who Likes You
D. People can learn to overcome fear and to control anger.	--Collect pictures of different ways children entertain themselves.	<u>Language Arts</u> Dramatization Introductions Self control	
E. Children should talk over their problems with their parents.			
<u>II. LIVING IN THE FAMILY</u>			
A. Families are made of people who like and help each other.	--Write a story of your family and how you like and help each other. --Act out how you live in a family.	<u>Art</u> Draw pictures of families	<u>Filmstrips</u> "Sharing Responsibilities Educational Projections. "Understanding Changes In the Family." Educational Projections
B. Each family member has an important role to play in his family.	--Show pictures of family groups. Discuss the people who make up the family group. --Discuss differences in a family of one child and of several children.	<u>Health</u> Family characteristics Family roles Sharing	"Occupations," Educational Projections.

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>III. LIVING IN THE COMMUNITY</u>			
A. Many families live in a community.	--Tell about the different families that live in your neighborhood-- size of family, type of home.	<u>Arithmetic</u> Number concepts	<u>Picture Collection</u> Community facilities Community helpers
B. The people in our community work together.	--Take trips to the different community facilities and discuss how they help the people. What should the people do in return.	<u>Art</u> Draw pictures	<u>References</u> National Dairy Council, Urban Panorama What Will I Be From A to Z.
C. The community has many facilities and services for our use.	--Discuss how everyone can do something and how people do different kinds of work. We all benefit from the work of others.	<u>Health</u> Courtesy Facilities Sharing	<u>Someday You Might Be</u> Career Activity Cards Postal Service
D. The people in our community help to provide us with the things we need.	--Discuss all the possible ways for saying "thank you" to people in the community for what they have given you.	<u>Language Arts</u> Comparing Cooperation Dramatization	<u>Educational Kit</u>
E. The people in the country and in the city depend upon each other for goods and services.	--Practice how to act in a restaurant, library, person's home.	Group worth Routines Tell story	
F. People in a community are happier if they are friendly and considerate.	--Tell how you feel when someone is nice to you; when you are nice to someone else.	<u>Social Studies</u> Community helpers Interdependence People	
G. People are happier when they know how to behave in the different community facilities.	--Discuss some of the jobs in your community.		

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Family members accept and share the family responsibilities.	--Show pictures of farm animals and their babies. How do the parents care for the babies?	<u>Language Arts</u> Cooperation Courtesy Dramatization Routines Self control Write and tell stories	<u>Picture Collection</u> Family groups Family activities Family problems
D. Family members cooperate with each other.	--Show pictures of individual family members performing necessary duties.		References
E. Family members share their possessions.	--Tell how a baby learns to walk and talk.		<u>Watson, My Friend</u> <u>the Babysitter</u>
F. Family members work and play together.	--Discuss ways you can help parents. --Discuss how different ages give different pleasures and responsibilities. --Show pictures of family problems. Discuss what is happening. Has it ever happened to you? What would you do? --Discuss what things you could sometimes plan with parents. --Tell how electricity is used for your fun. --Discuss some of the things you and your family do for fun. --Write a story about things the family buys with pay. --Draw pictures showing "What Families Can Do Together." --Make booklets about "My Family."	<u>Social Studies</u> Family life Family role	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understanding	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE</u>			
A. We can appreciate family life more when we know how people lived in the past.	--Have parents talk about life when they were little. --Have children tell about trips to other communities. Discuss likenesses and differences.	<u>Art</u> Draw pictures <u>Language Arts</u> Dramatization Research Tell story <u>Social Studies</u> Family life Heritage Passage of time People--re- lationships	<u>Picture Collection</u> Family life in different periods of history. <u>References</u> Hayes Publishing, Pioneer Days, <u>Children of All Lands</u> .
B. We can appreciate the people of the world more when we understand how they live and act and the things they do for us.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understanding	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LIVING IN HOMES</u>			
A. Homes provide us with protection.	--Show pictures of houses. Discuss what kind of families live in them or will move into them. What might a family do in that house?	<u>Health</u> Family fun Family life Friendship Homes Protection Sharing	<u>Filmstrips</u> "Sharing Responsibilities Educational Projections
B. Homes are places where family members live together.	--Show pictures of different weather conditions and ask children to tell how a good house would serve as protection.		<u>Picture Collection</u> Home life Houses Weather (kinds)
C. Homes are places where we can have fun together.	--Show pictures of different types of houses and ask children to tell how the houses offer protection; what they like about the houses.	<u>Language Arts</u> Cooperation Courtesy Dramatization Routines Tell and write stories about homes	
D. We like to share our toys and our possessions.	--Discuss what things make a good home?		
E. We should take care of and return things we have borrowed when we finish with them.	--Make a scrapbook of different kinds of houses in the community, state, country, or other countries.	<u>Social Studies</u> Basic needs of housing Family life Friendships Houses and homes Sharing Values that influence home life	
F. Homes are places where we can bring our friends.	--Discuss how we must return things in good condition that are lent to us.		

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understanding	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING AND FURNISHING OUR HOMES</u>			
A. Home differ in size, materials, and color.	--Show pictures of homes and ask children to tell how they differ.	<u>Arithmetic</u> Compare things	<u>Exhibit</u> Building materials
B. Homes are made of wood, stone, brick, and plastic.	--Tell about the workers who help to build houses or keep them in repair.	Count Group, classify	<u>Picture Collection</u> Homes
C. Building a home is a big job.	--Write names of workers on board. Identify picture of worker that goes with each name.		Home builders
D. The builder follows a plan when he builds a house.	--Display pictures of single, double, apartment, primitive houses.	<u>Art</u> Draw pictures of houses	Home decorations
E. Many people help to build a home.	--Draw a picture of a house you would like to live in. Tell why,	Home decorations	Home furnishings
F. Transportation makes it possible to have a variety of building materials.	--Make book of pictures that show how stone is used in a building.		
G. Many types of furniture are used in our homes.	--Label samples of materials used in building a home.	<u>Language Arts</u> Follow directions and plan--house	
H. Some furniture is made of wood, metal, and plastic.	--Discuss the needs of a home--light, heat, books, fun, furniture.	Pictures, words, sounds	
I. Some furnishings are made of different kinds of fabrics.	--Visit a home under construction.	Self expression	
J. Homes can be made more attractive with plants, decorations, and personal collections.	--Examine house plans and discuss how they are like a map.	Write or tell stories about housing	
	--Discuss the things which make a house good. In what parts of the house are these things located? Of what materials are these things made?	<u>Science</u> Building materials Machines tools Transportation	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Collect pictures of furniture used in a home. Label samples of materials used in building the furniture and in making the furnishings. --Discuss where and how we get the furniture and furnishings. --Create artistic arrangements of flowers. Have a garden show to display them. --Demonstrate different ways of storing and displaying personal collections. --Discuss how a house is kept warm in winter. --Find out the different temperatures in your home--near furnace, in the kitchen, in the refrigerator, in the freezer, near the ceiling, near the floor.	<u>Social Studies</u> Building homes People who help Source of materials Transportation Variety in housing	

III. CARING FOR OUR HOMES

A. It is fun to help at home when you know how.	--Discuss errands you can run for mother. --Make a list of the many jobs you can do at home. --Discuss the workers who help us to keep our homes in good repair.	<u>Health</u> Cleanliness Courtesy Family roles Safety Sharing	<u>Exhibit</u> Cleaning supplies <u>Filmstrips</u> "Alice in Consumerland," January Productions
B. There are many things that we can do to help at home.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We can try to find new ways of making work easier.	--Collect pictures of household appliances which are examples of different types of machines. Discuss how they make work easier. On back of each picture list questions that might be asked about each machine.	Language Arts Cooperation Courtesy Follow directions in use and care of machines Routines Discussions Self expression Tell or write about homes	Picture Collection Electrical helpers Family prepares for summer, winter Machines in the home Stores
D. There are many machines to help us with the work in our homes. Some machines are run by electricity.	--Discuss the special jobs that must be done around the home in spring and in winter. Which ones can you do?		
E. There are special jobs to do around the home in winter and in summer.	--Discover the electric tools and machines that are used in the laundry, kitchen, bakery, bathroom, school cafeteria.	Science Chemicals for cleaning Electricity Fire Machines, tools Safety--prevents accidents Seasons and home care	
F. Many people help us in caring for our homes.	--Make a collection of soaps and tools for washing and cleaning things.		
G. We try to avoid accidents by being careful when we work and play.	--Discuss how we can avoid accidents around fire--use hot pad, clothes on fire.		
H. There are different types of stores.	--Plan a trip to different types of stores to see what they sell, how they get their products, who works in the store, how we should act in the store.	Social Studies Buying rules Family roles Interdependence People who help us Sharing chores Stores	
I. Some stores where we shop are close to where we live; others are further away.			
J. Many people help us in the stores.			
K. We have many rules to help us when we go shopping.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE TWO

Some Basic Understanding	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. HAVING FUN IN OUR HOMES</u>			
A. Many families have fun on picnics.	--Draw pictures showing "What Families Can Do Together."	<u>Health</u> Fun Safety Sharing	<u>Filmstrip</u> "The Family Picnic" Educational Projections
B. Holidays are times when we have fun. We like to decorate and do many things.	--Discuss some of the things you and your family do for fun. --Collect pictures of different ways children entertain themselves.	<u>Language Arts</u> Cooperation Courtesy Dramatization Guest and host roles Introduction Write or tell stories about family fun	<u>Picture Collection</u> Children's fun Entertaining friends Family fun Holidays
C. It is fun to entertain our friends in our homes.	--Show pictures of family holidays. Discuss how to make these happy occasions. --Collect pictures of different ways to entertain friends. Discuss what is necessary if these are to be happy occasions for you, your family, and your friends. --Discuss how you should act when a family member is entertaining a friend.	<u>Social Studies</u> Family fun Family relations Friendships Holidays Sharing	
<u>V. LEARNING ABOUT THE HISTORY OF HOMES</u>			
A. We can appreciate our homes more than we know how people lived in the past.	--Discuss how houses are better today than in the past. What do we have in our homes that make them more comfortable to live in.	<u>Art</u> Draw pictures of early homes and home furnishings.	

HOUSING EXPERIENCES IN HOMEMAKING

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	GRADE TWO Some Suggested Resources
	--Collect pictures of common home items of one or two generations ago.	<u>Language Arts</u> Dramatization New words Research Write or tell stories	<u>Picture Collection</u> Homes of different periods in history Home utensils of different periods in history
		<u>Social Studies</u> Attitudes appreciate homes Early home life Heritage Inventions and machines	<u>References</u> Hayes Publishing, <u>Pioneer Days</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. EATING FOR HEALTH</u>			
A. We need food to grow, to keep well and strong, to supply energy to satisfy hunger, give pleasure, and to keep warm.	--Have a tasting party of foods good for elimination of body wastes. --Tell how you can tell your body uses food for growth (weight, cut nails, cut hair, larger clothing), repair (sunburn, cuts, blisters, broken nail), warmth (ice in mount, sit on cold chair), movement (eyelids move, breathing blood moving, parts of body move).	Arithmetic Adding, subtracting Counting Grouping foods Weights	Filmstrips "Breads and Cereals," Educational Projections "Come Aboard the Good Ship Vitamin C," Univ. of California "Dairy Products," Educational Projections "Foods to Help Us Grow" RMI "The Food We Eat," American Bakers Association "You and Your Food," Encyclopaedia Britannica "Vegetables and Fruits" Educational Projections "What's In Our Food," American Baker's Association "How Foods Become You," National Dairy Council.
B. We need to eat something from each of the 4 Basic Food Groups everyday.	--Develop unit around contents of various foods. List and classify foods. Cut pictures of foods from magazines and store in envelopes by groups.	Art Decorate place mats for tasting party Draw pictures of foods Make charts, murals, posters	
C. We need to eat more fruits and vegetables when we are sick.	--Make pictures sets of Basic 4 Groups giving foods that are alike in each group. Group 1, milk; group 2, meat - most animal sources; group 3, fruits and vegetables - most plant sources; plus one sweet group. Stress tea and coffee not included.	Health Diseases of body Health habits Planning meals	
D. We have different reasons for liking and disliking food.	--Plan cafeteria lunch and discuss "why this menu" - prepare breakfast to go with it at home or school.		Picture Collection Foods in basic groups Foods used for sweetening Good Snacks How body uses food
E. We can learn to enjoy foods that are good for us.			
F. We try to avoid having tea and coffee.			
G. We eat sweets only after our meals.			
H. We eat a good breakfast every morning.			
I. We eat nutritionally adequate meals everyday.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
J. We are responsible for eating the right foods.	--Use food models to test menu planning. Check ability to plan good menus and to detect undesirable food habits. --Plan and prepare "Good Bedtime Snacks." --Prepare a box of nutritious delicacies for sick classmates. Stress fruit and cereal goodies. --Make a list of liked and disliked foods individually or by class. Do the "liked foods" serve the body's needs? Do "disliked foods" serve the body's needs? --Teach children to like new foods by having a tasting party of foreign foods, foods served in homes, or different ways of preparing a food. --Try the "2-bite" way of learning to like new or unusual foods. --Make daily food charts of good snack foods to take home. --Ask what foods in each Basic Group they prepare at home. --Discuss what dentist had to say in regard to foods and the amount of sweets and candy. --Discover naturally sweet foods. Sample those that taste sweet without adding sugar. --Discuss foods used for sweetening. How are they produced? --Play Breakfast USA game in 4 teams.	<u>Language Arts</u> Dramatization Follow directions Invitations, introductions New words Routines Self expression Write or tell stories <u>Science</u> Body characteristics Body changes food Research <u>Social Studies</u> Importance of food Variety available	<u>Reference</u> National Dairy Council <u>Everyday Eat the 1-2-3-4 Way,</u> <u>How Am I Doing,</u> <u>Ice Cream For You and Me,</u> <u>More Milk Please,</u> <u>The Four Food Groups,</u> <u>What We Do Day By Day.</u> <u>Where We Get Our Food</u> <u>What Makes A Good Meal For You</u> <u>We All Like Milk,</u> <u>What Did You Have For Breakfast This Morning</u> <u>Food Models</u> <u>Standard Brands, Mr. Peanuts Guide to Nutrition.</u> <u>Cereal Institute, Breakfast</u> <u>Kelloggs, Breakfast Good Health Record</u> <u>Cereal Institute, It's Breakfast Time</u> <u>Kelloggs, Breakfast, U.S.A. Game</u>

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING OUR FOOD</u>			
A. Plants and animals give us a variety of foods which are used in different ways in our diet.	--Visit a supermarket. Make a list of foods from other countries (imported). Make a class list of those foods tasted and those eaten regularly. Locate on map where first produced and used.	<u>Arithmetic</u> Compare items, prices Count, add Group classify Weights and measures	<u>Exhibits</u> Dairy products and other food containers Labels Nuts Primitive grinding equipment Sugar--varieties
B. Many people help to get the plants and animals to us in the form of food.	--Pictures or samples of different methods of preserving foods. Have a tasting party of samples of fresh and preserved foods.		<u>Field Trips</u> Neighborhood market Supermarket
C. We buy foods in different types of stores.	--Compare peas--frozen, canned, dried, fresh.	<u>Art</u> Draw or make food pictures, scrapbooks, posters Make exhibits of food group types.	<u>Film</u> "Uncle Jim's Dairy Farm," National Dairy Council
D. Food can be bought in many different forms.	--Check store prices to see most economical form of food preservation.		<u>Filmstrips</u> "Your Daily Bread," American Bakers Association
E. We have rules to help us when we buy milk and milk products, cereals, fruits, vegetables, meat, fish, eggs, nuts, and sugar.	--Make a collection of food containers. --Exhibits of different parts of plants we eat. Classify vegetables as to parts of plants from which they come. --Exhibits of cereals and foods made from them. Make muffins. --Name all animals that give people milk. Sample. --Discuss primitive grinding and threshing equipment and methods. --List same foods eaten by people and animals.	<u>Language Arts</u> Follow directions New words Research Write or tell stories about foods	<u>Picture Collection</u> Animals that give milk The many forms of milk Methods of food preservation Milk in our diet Parts of plants used for food

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Visit market -note varieties of bread offered, the prices, how wrapped, size loaves. --Discuss different kinds of corn. How used? Test cornstarch with iodine. Test inside of kernel of corn (starch). Repeat for field corn, popcorn, canned corn, hominy, grits. Take corn off cob. Have a popcorn party. --Name foods in milk group; tell foods prepared at home with milk; various ways milk is processed; price of milk in various forms. --Discuss weights and measures used with dairy products. --Collection of containers for dairy products. Discuss all the purposes they serve (protect, delivery, ad.). --Collect samples of nuts in shells. Taste. --Collect samples of granulated, brown, maple, beet sugar. Tell where to get and how used. --Name some common foods not grown in this country but brought from other countries. How do they get here?	<u>Science</u> Changes in food Evaporation Experiments Plants and animals provide food Preservation of food Transportation <u>Social Studies</u> Buying food Conservation People who help Primitive methods Source of food Transportation	<u>References</u> Roberts, The First Book of Supermarkets National Dairy Council, My Visit to the Dairy Urban Panarama Animals that Give People Milk Where We Get Our Food

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Do research at home--read labels to see what label tells about what is inside container, ingredients. --What stories, rhymes, folk tales tell about bread (Miracle of loaves and fishes, hot cross buns)?		

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>III. PROTECTING OUR FOOD</u>			
A. Our milk, water, and food supply require special care to keep them safe for our use.	--Make a collection of cans and frozen food packages. What are other ways of keeping food from spoiling? Collect as many different types of foods preserved by other methods as possible.	<u>Health</u> Cleanliness Safety	<u>Exhibits</u> Food storage containers
B. Refrigeration has made it possible to keep our food cold.	--Discuss why we spend so much time and effort to preserve food.	<u>Science</u> Changes in food	<u>Field Trips</u> Cafeteria Grocery store
C. The stores use many methods for keeping our food fresh and clean.	--Collect or draw pictures of methods of food preservation. --How was food cared for before we had refrigeration?	Evaporation Food preservation	<u>Picture Collection</u> How stores protect our food
D. The government makes laws to protect our food.	--Take a trip to a food store to see how food is kept fresh or is protected from spoiling.	Harmful plants that cause spoilage Microscope	Keeping food cold Preserving foods Where do we store these foods?
E. Food can be canned or frozen for use at a later time.	--Ask the food store manager or school lunch manager to discuss what the government requires them to do in order to protect our food. --What care should be given the frozen food that we buy at the store. --Show pictures of food and have children tell where it should be kept. --What should be done with the milk, left-over food, as soon as you are finished with them.	Pasteurization Refrigeration Water Dissolves	<u>Printed Recipes</u>
		<u>Social Studies</u> Conservation Government-- laws People who help Primitive methods	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resource
<u>IV. PREPARING AND ENJOYING OUR FOOD</u>			
A. Food is prepared for eating in a variety of methods.	--Make own cookbook. Include pictures.	Arithmetic	<u>Picture Collection</u>
B. Many people work to prepare food for us.	--Prepare different forms of bread for breakfast--biscuits, French toast, cinnamon toast.	Copy numbers	Attractive table settings
C. Our kitchen tools must be used safely and given good care.	--Pictures of fruits and vegetables and ways we eat: raw--in skin or peeled, cooked by different methods. Prepare and sample a variety.	Count	Food dishes can be attractive
D. Science helps us when we cook.	--Have a "Recipe Reader" to keep all informed of procedure.	Measure	Fruits and vegetables--ways we eat them
E. Heat changes food in many ways.	--Tell what foods you eat at different meals that do not need cooking.	Fractions: $1/2$, $1/3$, $1/4$	How we cook food
F. There are different ways of preparing food to give variety in our diets.	--Investigate ways foods are prepared at home. How were these learned?	Quantity	Know the science behind cooking (food products to illustrate principles)
G. Eating is fun when we have good manners.	--Tools for cooking--demonstrate uses and care. Ex. Pot holders, thermometer; wash and dry knives and how to store them; kinds of pots and pans--good and poor heat conductors, handles to back of stove, lifting off lid.	Temperature--thermometer	One job--a variety of tools (ex. variety of eggbeaters)
H. Eating in the cafeteria or restaurant is fun when you know what to do.	--Demonstrate science principles: --Make rolls or bread to demonstrate use of warm air to help yeast to work.	Weight	These foods are good eaten raw
I. A good host and guest know how to act.	--Ice cream melts--how prevent on picnic?	Art	Tools for cooking
	--Investigate the many places that food can be cooked.	Attractive ways of serving food	
		Attractive table setting	
		Make cookbook with pictures	
		Health	
		Attractive surroundings	
		Cleanliness	
		Good manners	
		Safety	
		Sharing	

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Heat causes change--demonstrate caramelizing sugar; boil vegetable or fruit in water for 1/2 hour. Compare with fresh--examine under microscope, taste, smell, touch. Boil potato to get softer, egg harder, onion change flavor. Color changes in cooking. Make candy by boiling sugar and water. --Demonstrate how man has improved on a kitchen tool to make work easier--fork, whisk, egg beater, electric beater for beating egg. --Ways for making food appear more attractive. What is the effect of overcooked or unattractive foods on cafeteria sales? What do cafeteria workers do to make food more attractive? --Demonstrate use of napkin. --Practice chewing food with mouth closed. --Demonstrate proper way to eat a sandwich. --Demonstrate setting table correctly and correct table manners. --Have a "Reporter" to give suggestions about courtesy and table manners.	<u>Language Arts</u> Follow directions Self expression Sequence in a recipe Write stories <u>Science</u> Changes in food--texture, form, flavor, color, taste Electricity Evaporation Fire Insulation Magnets Temperature Tools and machines Sounds Water <u>Social Studies</u> Cleanliness factors Conservation Interdependence Machines Sharing responsibilities	<u>References</u> <u>Better Homes & Gardens, Junior Cookbook</u> <u>Betty Crocker's New Boys and Girls Cookbook</u> <u>Bruno, Cooking In the Classroom</u> <u>Learning Stuff, Its More than a Cookbook</u> <u>Paul and Hawkins, Kid's Cooking</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Draw pictures illustrating right and wrong ways of eating. Ex. - spoon left in cup, leaning on table, table set incorrectly. --Make milk dishes--cheese, butter, ice cream, pudding and egg nog with three forms of milk --Make porcupine meat balls to correlate with source of meat lesson and as a basic for the lunch menu. Have children bring fruit and sandwiches from home. Get milk from cafeteria. --Make raw vegetable snacks or fruit candied to serve at class parties.		

V. LEARNING ABOUT THE HISTORY OF FOOD

A. The kitchens in our homes have changed during the past years.	--Show pictures of pioneer kitchens and see apple rings, corn on cobs, hung to dry. Prepare some of these foods.	<u>Art</u> Draw pictures of early kitchens and foods	<u>Exhibits</u> Grinding equipment
B. It is fun to cook and eat some of the favorite foods of past years.	--Ask parents and grandparents and do reading to discover how much easier it is to prepare meals today than it was 50 years ago. --Use primitive methods for grinding and threshing wheat. --Grind corn for a typical pioneer dish such as hasty pudding.	<u>Language Arts</u> Dramatization New words Research Write or tell stories	<u>Picture Collection</u> Pioneer kitchens <u>References</u> Hayes, Pioneer Days Better Homes and Gardens Heritage Cookbook Trimble, New Jersey Cook

FOOD EXPERJENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Science</u> Changes in food Evaporation Food preser- vation	
		<u>Social Studies</u> Conservation Early home life Inventions - machines	

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CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. DRESSING FOR HEALTH AND APPEARANCE</u>			
A. We wear clothing to protect us from the elements, to help our appearance, and to assist us in our different activities.	--Plan clothing to take on different kinds of trips.	<u>Art</u>	<u>Picture Collection</u>
B. We need different clothing for work, play, dress up, special work, weather, sleep.	--Collect pictures of clothing boys and girls wear in winter and in summer.	Color Design	Clothing for different occasions, weather, seasons
C. We wear clothing that is comfortable and fits well.	--Bring doll clothes to school and display.	<u>Health</u>	Clothing of other countries
D. People in all parts of the world wear clothing, but it may be different from ours.	--Collect pictures of a family dressed for different occasions for the present, for grandparents time, for long ago.	Appearance Comfort Protection	Colors of the rainbow Family clothing in different periods of history
	--Mount pictures showing a fashion parade.	<u>Science</u>	<u>References</u>
	--Window shop to see the variety of clothing and fabrics available.	Color Properties of fabrics Seasons	Hayes Publishing, <u>Children of Other Lands</u> .
	--Collect pictures and articles about clothing from newspapers and magazines.		
	--Use the colors of the rainbow as a guide in choosing colors of clothing.		
	--Discuss how to dress to keep cool in summer and warm in winter.		
	--Try on classmates' clothing to test for fit and comfort.		
	--Collect pictures of clothing worn by people in other countries.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING OUR CLOTHING</u>			
A. We use the hair of some animals or the fibers of some plants to make cloth.	--Collect pictures of animals and advertisements for products they give.	Arithmetic Measurements Buying cloth and clothing Metric measurements	<u>Exhibits</u> Samples of wool and cotton for children to touch and compare Samples of woven, knitted, and felted materials Samples of man-made fibers.
B. We use many man-made fibers for making cloth.	--Collect pieces of woolen material and compare them with pieces of cotton, rayon, silk, and linen fabrics. Let children judge which seems softest, smoothest, warmest.	Art Charts and posters Color--dyeing cloth	<u>Filmstrips</u> "Learning to be a Wise Consumer", Guidance Associates "Let the Buyer Beware", Eyegate House.
C. Man makes the fibers into threads.	--Make list of things you wear which come from animals and plants.	Language Arts Clothing vocabulary Name clothing with different sounds	<u>Picture Collection</u> Articles of clothing found in stores Articles of clothing that can be made at home Clothing and fabrics from animals and plants
D. Man makes the thread into cloth.	--Carding and spinning wool is a good way to learn how tedious it once was to satisfy clothing needs.	Write stories about source of clothing	
E. Many people and many kinds of work are necessary to supply us with clothing.	--Demonstrate difference between woven and knitted material. Demonstrate simple knitted stitch.	Science Air--insulation (clothing for warmth) Due cloth Machines Man-made fibers Role of science	<u>References</u> Rogers, First Book of Cotton
F. People have used science to learn how to make better cloth.	--Collect samples of cloth, weaves, colors, kinds.		
G. We make machines that spin and weave cloth better and faster.	--Pull piece of cloth apart to examine weave and fibers in thread.		
H. Machines and good transportation make it possible for us to have more clothing and a greater variety of it.	--Untwist piece of yarn and discover individual fibers. --Collect samples of each and make a flow chart showing production.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. Woolen clothing is usually warmer than clothing made of plant fibers.	--Find out how felt is made. Let children see and feel as great a variety of cotton materials as possible.	<u>Social Studies</u> Buying cloth and clothing Construction of cloth and clothing Machines	
J. Clothing is bought in many different kinds of stores.	--Make three posters on cotton showing: Wearing apparel, Industrial cottons, Household cotton.	People who help us Source of fibers Stores	
K. It is important that we choose our clothing wisely.	--Demonstrate meaning of sanforized, preshrunk, permanent-press.	Transportation gives variety	
L. We go shopping for our clothing.	--Dye samples of different fabrics with natural and commercial dyes.		
M. We receive clothing for a gift.	--Use terms "inches, foot, yard, width, length" with fabrics. Compare to metric equivalents.		
N. We have clothing made for us.	--Report on personal experiences while shopping for clothing. --Use advertisements from paper to find prices of clothing.		

III. CARING FOR OUR CLOTHING AND OUR APPEARANCE

A. We appreciate and care for our clothing because so much work has gone into it.	--Tell what clothing is the hardest to care for. Discuss how this care might be made easier.	<u>Health</u> Attitudes Body care Cleanliness Health habits Perspiration Teeth	<u>Exhibits</u> Grooming aids
B. We work to keep our clothing neat and clean by giving it the proper care as soon as it is needed.	--What are the machines in the home that help care for clothing? --What are the places in the community that wash or clean clothing.		<u>Picture Collection</u> Neatly arranged closets "How should we care for this?" - pictures of clothing Well groomed and poorly groomed children

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. We use a variety of aids to take care of our clothing.	--Salt, waste, and water come through the pores of the skin as perspiration. What are the best ways for getting it off the body?	<u>Language Arts</u> Discussions Words and pictures Write story about appearance	<u>References</u> National Dairy Council, Do You?, <u>Have A Happy, Healthy Smile,</u> <u>What We Do Day By Day</u>
D. We give special care to our clothing when it is needed.	--Discuss harmful bacteria and how it gets into the body.		Instructor, <u>Everyday Safety - Everyday Health</u>
E. We wash our bodies daily and our hair when necessary to get rid of body perspiration and oil.	--Discuss how you feel after you have washed the body.	<u>Science</u> Bacteria Chemicals for cleaning body, clothing	
F. We enjoy a warm bath or shower.	--Discuss why people prefer to be with people who are neat and clean.	Machines, tools for clothing care	
G. We keep our teeth clean by brushing daily and, whenever possible, after eating.	--Demonstrate proper way to keep skin healthy, wash off old oil, care for blackheads.	Water--dissolve, evaporation	
H. We try to appear cheerful at all times.			

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. SEWING FOR FUN</u>			
A. Sewing is easier when we use our sewing tools and sewing machine correctly and safely.	--Make simple gifts--ex. felt scissor cases, compact and lip-stick cases, shoe bags. --Burlap mats, 12" x 18", or burlap squares are good for creative stitchery projects.	<u>Art</u> Choosing colors Creative designs	<u>Exhibits</u> Sample gift projects Sewing tools
B. We can make simple gifts and things we need when we know how to sew.	--Children can knit squares for an afghan or rectangle pieces for pin cushions. The knitted squares can be used to make coverlets for the kindergarten.	<u>Health</u> Safety Self expression	<u>References</u> Coats and Clarks, Embroidery Stitches. Barber, My Learn To Sew Book
C. Needlework makes a good hobby.	--Bring old fabric and decorations from home to make puppet clothes. The puppet heads can be made in art class. The clothes are made on the sewing machine.	<u>Language Arts</u> Follow directions Sharing <u>Science</u> Color Sounds Tools machines <u>Social Studies</u> Doing something for others Hobbies	Roberts, The First Book of Sewing

CLOTHING EXPERIENCES IN HOME MAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>V. LEARNING ABOUT THE HISTORY OF CLOTHING</u>			
A. Long ago people had to wear what they could spin or weave for themselves.	--Discuss how people in different parts of the world dress and sew.	<u>Art</u> Color Design	<u>Picture Collection</u> Clothing from different periods of history Early family life Making cloth
B. All sewing had to be done by hand.	--Demonstrate early methods of dyeing cloth. You might use for dye--walnut bark, red oak, hickory bark, goldenrod juice and indigo and alum, outer skins of onions, sassafras and barberry bark, red cabbage, beets, tea.	<u>Health</u> Comfortable clothing Hobbies Safety Self expression Self reliance	<u>References</u> Hayes, <u>Pioneer Days</u>
C. Clothing is better fitting and more comfortable today than in the past.	--Carding and spinning wool is a good way to learn how tedious it once was to satisfy clothing needs.	<u>Language Arts</u> Follow direc- tions Research Sharing Write stories about past <u>Science</u> Color Making cloth and clothing easier and better Machines and tools	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Early family life Sharing--inter- dependence Hobbies Meeting basic needs New inventions	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LEARNING ABOUT PEOPLE</u>			
A. People need food, clothing, shelter, and affection.	--Collect pictures of children cry- ing, laughing, fighting, playing together. Discuss which are better. Why? How handle? What caused?	Health Consideration for others Courtesy Emotions Sharing	<u>Picture Collection</u> Children in different situations Children displaying different emotions
B. People are happy when they are part of a group.	Why wrong in behaving this way?		
C. People need to share and take turns if they are to get along.	--Discuss fights. What causes fights; keeps them going; how end; how avoid?		<u>References</u> <u>Someday You Might Be</u> <u>Touch and See</u> Anderson and Falsom, <u>Living Together</u> <u>in America</u>
D. People need to re- spect the wishes and feelings of others.	--Show pictures of situations third graders might face. Have children tell how they would feel in each situation.	<u>Language Arts</u> <u>Cooperation</u> <u>Dramatization</u> <u>Routines</u> <u>Self control</u> <u>Reports--oral</u> <u>and written</u>	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. People have similar feelings when faced with similar situations.	--Discuss "helping others" -what might they do to help in school, home, on street? Might include the importance of good manners as one way of helping.	<u>Social Studies</u> Basic needs Interdependence People--role	<u>Filmstrips</u> "Why Are You You and Not An Elephant," Guidance Associates
F. People gain pleasure from helping others.	--Let each child think of one thing he might do to help someone.		
G. People need to realize that they are alike and different in many ways.	After he has done this, have him report to the class on how he felt and what the person he had helped had said.		

II. LIVING IN A FAMILY

A. Families are made of different members.	--Discuss ways: "Parents help baby," "People care for you," "You help others."	<u>Health</u> Family re- lations Family roles Family unit Friendship Sharing	<u>Filmstrips</u> "Understanding Changes in the Family," Guidance Associates "Friends," Educational Projections
B. Each family member contributes to the general welfare of the whole family and so he is important.	--Discuss why child should work at home. --Discuss the importance of the child's work in the home. --List the work that children can do at home.		
C. Children of different age levels and sex have different privileges and responsibilities.	--Discuss how sex and age make a difference in family life. Make a list of these differences. Discuss reasons why these differences exist. Children might consider if these are true for all families. Why not?	<u>Language Arts</u> Cooperation Courtesy Dramatization Routines Self control Write or tell about things	<u>Picture Collection</u> Children using money Family groups Family roles Families and friends
D. Each family member respects the viewpoint of the other family members.			

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Family members may disagree, but they can work out their differences.	--Make chart showing different ways a family spends its income. Discuss the child's role in spending and saving.	<u>Social Studies</u> Family income Family life Family roles	<u>References</u> Taylor, <u>My Allowance and How I Use It</u>
F. Family members help each other with their problems.	--Show pictures of children spending money (good and poor). Discuss why it is good or poor. How might the money be used more wisely in some situations?	Interdependence Importance of family	
G. Few families have all the things they want.			
H. Family members share the family income and have a responsibility to spend it wisely.			
I. Family members enjoy having their friends visit their home.			
J. Family members appreciate the attention given their friends.			

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>III. LIVING IN THE COMMUNITY</u>			
A. The people in a community help one another to satisfy their needs.	--Discuss "How to be a community helper."	<u>Health</u>	<u>Picture Collection</u>
B. The people in the community must know how others live and feel about things if they are to work well together.	--Read in the newspaper about good deeds of good neighbors. Discuss.	Basic needs	Children of different lands
C. The community size affects how people live and work together.	--Discuss the things that make it difficult to live in a city and the things that make it good.	Courtesy	Community helpers
D. Communities are alike and different in many ways.	--Collect pictures about community helpers and their work. Discuss what they are doing and how they are helping us.	Environment affects way people live	<u>References</u>
E. The community needs many types of workers to contribute to the welfare and happiness of its people.	--Discuss what kind of manners good shoppers have. How do they affect other people?	Sharing	Hayes, <u>Children of Other Lands</u>
F. People in other lands are much like us in many ways but may differ in language and customs.	--Collect pictures of children of other lands. How are they like us? How do they differ?	<u>Language Arts</u>	Anderson and Falson, <u>Living Together In America</u>
		Comparing	
		Cooperation	
		Dramatization	
		Read about people and communities	
		Research	
		Tell or write stories	
		<u>Social Studies</u>	
		Community helpers	
		Environment and way people live	
		Get along with people	
		Interdependence	
		People in other areas	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE			
A. Long ago people had to depend more upon each other and what was raised and made in their own communities.	--Discuss how television has helped us learn about people and places. --Ask grandparents and others to tell what family life was like when they were little. --Exhibit articles and pictures of things made and done as a family group in past years and in the present.	<u>Language Arts</u> Dramatization Read about people, holidays Research Tell or write a story	<u>Exhibits</u> Articles that come from different countries <u>Picture Collection</u> Family works together Holidays People of other lands
B. Holidays are for remembering people or events that have influenced family life.	--Discuss the holidays that honor people or family life. How do we celebrate these holidays. What might we do on these holidays to celebrate them as originally intended? (Food and clothing gifts; helping at home or in neighborhood.)	<u>Social Studies</u> Family life Heritage Holidays Interdependence Passage of time People--relationships Science contributes to family life	<u>References</u> <u>America Celebrates</u> , Whitman Field Enterprises, American Indians <u>Highlights, American Indians</u> Hayes, <u>American Indian Posters</u> Saalfeld, <u>Early America</u> Hayes, <u>Pioneer Days</u>
C. We can appreciate the people of the world more when we understand how they live and act and the things they do for us.	--Collect pictures of people of other lands. Discuss how they live and act. --Exhibit articles of clothing, food, furnishings that came from other countries. Discuss why we like to get things from other countries.		
D. Science, in the form of television, has helped us to learn more about family life as it existed in the past and is existing in the world today.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LIVING IN HOMES</u>			
A. People are interested in good housing.	--Display pictures of city and suburban housing. Discuss how they are alike, differ. Why do some people prefer city living, others suburban?	<u>Art</u> Draw pictures of houses	<u>References</u> National Dairy Council, Urban Panorama
B. Homes provide protection and a center for the family unit.	--Display pictures of houses. Discuss the good and bad features of each.	<u>Health</u> Basic needs Homes Climate and health Sharing	
C. Climate makes a difference in the way people live.	--Make a scrapbook of pictures that show how climate influences the way people live.	<u>Language Arts</u> Cooperation Courtesy Dramatization Routines Tell or write stories	
D. Suburban living is different from city living.	--Draw pictures of good homes and the different activities that take place in them.		
E. People move from the city to the suburbs to have more family living space.		<u>Science</u> Climate and type of housing Environment affects living	
F. Each place of living has good and bad features.		<u>Social Studies</u> Basic needs Family life Housing needs Types of communities	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Sharing Values that influence lo- cation of home	

II. GETTING AND FURNISHING OUR HOMES

A. Materials and types of homes are determined by climate, location, and cost.	--Study blueprints of home or other buildings. --Make a list of the materials used in your home.	<u>Art</u> Home decorations House plans	<u>Picture Collection</u> People working Different Kinds of Houses
B. Building a home requires much planning and organization.	--Make a list of your neighbors. For each, write the kind of house he lives in (brick).	<u>Language Arts</u> Follow direc- tions and plan	
C. Machines make it possible to build houses faster.	--Name as many tools as you can which are used in building a house and in cleaning it.	Pictures, words, sounds	
D. People depend upon experienced workers to construct their homes and furnishings.	--Contribute something of worth to your home which shall be a product of your skill.	Self expression Write or tell stories about housing	
E. Home furnishings come from all parts of the world.	--Discuss how plants are used to improve the appearance of a home both indoors and out. Cut slips from plants and root and plant for Mother's Day gifts, school room.	<u>Science</u> Environment Insulation Machines and tools	
F. Many homes are insulated to keep them warm in winter and cool in summer.	--Show pictures of workers. Discuss how they are helping us.	Plants Transportation	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Building home Furnishing the house Interdependence Source of materials Transportation Variety of furnishings Workers who help us with our housing needs	

III. CARING FOR OUR HOMES

A. We appreciate and care for our homes because so much work has gone into them.	--Make a list of things the child can be depended upon to do at home. Practice at school and do at home.	<u>Health</u> Attitudes-- appreciation Cleanliness Courtesy Safety Sharing home responsibili- ties	<u>Exhibits</u> Measuring devices
B. Family members share the responsibilities of their home care.	--Tell the machines in use around the house--ex., for opening a bottle or jar cap, cracking a nut, whipping cream and eggs.		<u>Filmstrips</u> "Consumer Education for Elementary Grades," Educational Manpower
C. Machines, which do many kinds of work and make different sounds, require proper care and use.	--Bring in thermometers of various kinds and demonstrate how used. --Collect pictures or objects to show some things used to measure. Include: thermometer, scales, egg carton, containers, utensils.	<u>Language Arts</u> Cooperation Courtesy Follow direc- tions Discussions Routines	<u>Picture Collection</u> Children spending money Machines in the homes

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Water and electricity are used to help do work.	--Discuss how electricity makes heat.	<u>Language Arts</u> Tell or write stories	<u>Picture Collection</u> Measuring devices Stores
E. Science has helped us in our homes by providing better tools and better ways of working.	--Demonstrate "safety in the home"--what to do if clothing is on fire, how to use knives safely, how to pick up broken glass.	<u>Science</u> Electricity makes heat	<u>References</u> Taylor, <u>My Allowance and How I Use It</u>
F. The home should be a safe place in which to live.	--Tell how and when to use the following to put out fire--rug, sand, water, blanket, salt.	Fire Machines, tools	<u>Green Giant, Safety Booklet</u>
G. We need to take the responsibility for our own safety and that of others.	--Make a chart showing different ways a family spends its income. Discuss the child's role in spending and saving.	Safety Water	
H. We have rules and devices for helping us to prevent or correct accidents in the home.	--Show pictures of children spending money (good and poor). Discuss why it is good or poor. How might the money be used more wisely in some situations?	<u>Social Studies</u> Appreciation Family roles Interdependence Money	
I. Money is used for pleasures and services.	--Discuss what you think about when shopping for things.	Saving--child's role Stores	
J. Saving money is a way of providing for future needs and pleasures.			
K. Different types of stores provide us with our needs and pleasures.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
L. In order to take more care of our needs, it is important that we spend our money wisely.			
<u>IV. HAVING FUN IN THE HOME</u>			
A. It is fun to entertain our friends in our homes.	--Use fir trees to make holiday decorations.	Health	Filmstrip
B. We enjoy using nature's gifts to decorate our homes.	--Grow plants from seeds, bulbs, or slips.	Friends	"Friends," Educational Projections
C. It is important to provide space in our homes to do the things we like	--Bring in and discuss hobby collections.	Fun	
	--Have children discuss where they play, work, and study in their homes. Give the advantage of having proper space to do these things. What responsibility do they have for caring for these areas?	Home--space for work and play	
		Safety	
		Sharing	
		<u>Language Arts</u>	
		Cooperation	
		Courtesy	
		Dramatization	
		Guest and host roles	
		Introductions	
		Invitations	
		Tell or write about experiences	
		<u>Social Studies</u>	
		Family fun	
		Family relations	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE THREE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities <u>Social Studies</u> Friendships Homes Sharing work as well as fun	Some Suggested Resources
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V. LEARNING ABOUT THE HISTORY OF HOMES

150	A. In the past people had to build houses and make furnishings of the materials found near at hand.	--Make a list of the things in the kitchen that our grandparents didn't have as children.	Art Draw pictures of early homes and home furnishings	<u>Picture Collection</u> Homes and furnishings of different periods of history Home care during different periods of history
	B. Knowing how people lived and cared for their homes in the past, makes it possible to appreciate more our home life as it is today.	--Exhibit articles and pictures of things made and done as a family group in past years and in the present.	<u>Language Arts</u> Dramatization New words Research Tell or write stories	<u>References</u> Hayes, <u>Pioneer Days</u> Saalfeld, <u>Early America</u>
			<u>Social Studies</u> Attitudes Early home life Heritage Inventions and machines	

FOOD EXPERIENCES IN HOME MAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. EATING FOR HEALTH			
A. Our diet is the food we eat.	--Arrange for cooking lessons featuring various food groups: carbohydrate-cook cereal, whole wheat bread, fruit salad, jelly or preserves, maple syrup candy; <u>fats</u> - make salad dressing, deep fat fry a food (use a thermometer), fry bacon, make French toast; <u>proteins</u> - make cottage cheese, custard, rennet deserts, cook eggs, toast nuts; <u>vitamins and minerals</u> - cook vegetable, make raw vegetable salad or sandwich, fruit juice punch.	Arithmetic Comparison Counting Grouping foods Fractions Measurements Weights	Filmstrips "What's In Our Food," American Bakers Assoc.
B. Nutrition is the study of food needed by the body.			"You and Your Food," Encyclopedia Britannica
C. We need a variety of food to meet body needs for energy, growth, repair, heat, and elimination of waste materials.		Art Draw pictures of food Make charts, murals, posters	"The Food We Eat," American Bakers Assoc.
D. The daily food guide is helpful in selecting the kinds and amounts of food needed by the body.	--Name foods for breakfast and tell which contain sugar, starch, fat.	Health Body uses food Digestion Eating habits Food groups Food guide Meal planning	"Foods to Help Us Grow," RMI Film Productions
E. What we eat is influenced by custom, environment, occupation, and age.	--Classify foods as to body builders, energy givers, and body regulators. --Study ads for animal foods. What food groups are they getting?		"How Foods Become You," National Dairy Council
F. People eat differently in different parts of the United States and the world.	--Plan wholesome diet for pet at home or for classroom animal. --With cooperation of school lunch manager, plan an adequate lunch menu around a holiday.	Language Arts Dramatization Follow directions New words Routines Tell or write stories	
G. The digestive system changes food so it can be used by the body.	--Compare diet and meals in other parts of the country with ours.		
H. Most substances used as foods are liquids or solids.	--Play the Breakfast, U.S.A. game - use four teams.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. Only parts of food that can be dissolved in liquids can be digested and used by the body. The rest pass out of the body as waste materials.	--Compare food habits of people in our locality with those in other lands. --Make sandwiches of avoided or new foods. --Have a project of "Milk Break." --Trace a meal through the digestive tract. Compare to a boat on a river or with engine of car.	<u>Science</u> Body food needs Digestion Dissolve Physical changes Research Science of nutrition	<u>References</u> National Dairy Council, Food Modes, Guide To Good Eating, It's Always Breakfast Time Somewhere, Everyday Eat the 1-2-3-4 Way The Four Food Groups, Where We Get Our Food, What We Do Day By Day, What Makes A Good Meal For You
J. Coffee, tea, and soft drinks interfere with good nutrition.	--Discuss how heat is used in baking to change starch to dextrin.	<u>Social Studies</u> Attitudes and food habits	What Did You Have for Breakfast This Morning?
K. Eating habits are improved by eliminating food prejudices.	--Use scientific tests to determine which foods are acid in nature. --Examine pieces of raw meat and describe difference in appearance between meat that is fat and meat that is lean. --Discuss how food needs are different for children and for parents. --Demonstrate how food prejudices can make meal planning more difficult and lessen the pleasures that come from eating. --Investigate poverty in this country and in other places in the world.	Environment and food needs	Cereal Institute, Breakfast Kellogs, Breakfast, Good Health Record, Breakfast, U.S.A. Game, Cereal Institute, It's Time Breakfast

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING OUR FOOD</u>			
A. People in different countries use different kinds of plants and animals for food.	--Collect pictures of foods from other countries. --List and study the animals of the desert. --Take an animal for further study.	<u>Arithmetic</u> Compare items, prices Count, add Group, classify Weights and measures	<u>Exhibits</u> Cereals Nuts
B. Many different workers are needed to provide food for everyone.	--Tell breed, good points, if raised for meat, milk, or both; European country first to raise it; how improved in this country; products that come from it.	<u>Language Arts</u> Follow directions Research and reports Write or tell stories about food sources	<u>Filmstrips</u> "Consumers in the Market Place," Association Films "Read the Label--Set a Better Table," Modern Talking Picture Assoc.
C. New inventions have made gradual improvements in the way food is grown, prepared, and distributed.	--Invite parents to tell about foods peculiar to their country's ethnic heritage.		<u>Picture Collection</u> Food from other countries These plants give breakfast cereals
D. Modern transportation is important in getting the great variety of foods from where it is grown to the consumer.	--Discuss how to shop in different countries. List foods that the people have. Can we get in our stores? Do we grow these foods too? --Tell how dried food--ex. powdered milk--is made from fresh and how used.	<u>Science</u> Animals and plants used for foods Effect of new inventions on food production Environment influences growth of food Plants make and store food	<u>References</u> Family Circle, The Continental Collection United Nations Kit Nestle Company, Chocolate National Dairy Council Hello South America, Hello New Zealand! Wernecke, Christmas Customs Around the World
E. Food prices vary at different seasons of the year or under different conditions.	--Find pictures of plants used to make breakfast food. Display with samples and label. --Collect nuts and group according to hard or thin shells, wild or cultivated. --Discuss how soil must be prepared for growing vegetables. The growing plants need good nutrition as well as growing boys and girls.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss how each food eaten came from green plants in the beginning. --Go shopping. Look for the food in each group that is the best buy. Plan menus using the best buys. --Plan a market trip to get food prices. --Compare prices of low price foods with your favorite foods.	<u>Social Studies</u> Buying food Interdependence Native people eat Relation of food prices to choice Sources of food Transportation, inventions	

III. PROTECTING OUR FOOD

154	A. Proper care of food is necessary to prevent spoilage. B. Bacteria may be helpful or harmful. C. The different methods of storing or protecting food will determine how or when it is used.	--Visit the school lunchroom (or a restaurant) to observe the method of food storage and sanitation practice. --Take a field trip to a dairy to observe pasteurization of milk; a trip to a canning factory or frozen food locker to observe food preservation.	<u>Health</u> Cleanliness Community regulations in regard to food Safety <u>Science</u> Bacteria--helpful and harmful	<u>Cookbooks</u> <u>Exhibits</u> Food storage aids <u>Field trips</u> Cafeteria Canning factory Dairy Frozen food locker Restaurant
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FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Most communities provide safeguards for food and water supplies. E. Conservation of food is necessary if people are to be well fed and food costs kept down.	--Boiling kills disease micro-organisms. Study recipes to see the different times you are told to boil or scald the liquid. Ex. - Bread making. --Investigate to see how yeast is used in cooking and the wider variety of products. --See how cafeteria cleans dishes to kill disease micro-organisms. --Helpful bacteria is at work when milk sours for use in cooking. Taste sour milk. Test sour milk with litmus paper. Add baking soda and test again. What is the result? Taste. Why is baking soda used in a recipe calling for sour milk? Look through a recipe book to see how many different food products are made with sour milk. --Experiment to show why we use pasteurized milk. Put equal amounts pasteurized milk in two bottles. Put equal amounts of raw milk in two bottles. Label four bottles. Place one of each in sun and in shade. Record changes. --Learn how foods can be preserved by evaporation of moisture content.	Science Climate and effect on food Conservation Evaporation Food storage and sanitation Pasteurization Social Studies Conservation Food storage and sanitation in different parts of world People who help Spices influence world discoveries	

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Study effect of climate on food which can't be stored under refrigeration or dried to be preserved. Consider this in relation to different sections of the world as well as to our own homes. --Discuss early methods of food preservation--apple butter, dried corn, dried fruits, jellies preserves, root vegetable in cellar. --Discuss how spices influence discoveries. Sample different spices. How used to preserve food? --Think of simple ways we have of protecting food in every day life--ex. wrap sandwiches or butter bread to keep from drying out. --What are the many aids available for use in homes today to help with food preservation? (Foil, plastic bags, plastic wrap.)		

IV. PREPARING AND ENJOYING OUR FOOD

A. People in the U.S. and other countries have different ways of preparing, serving, and eating food.	--Pretend you are eating in a foreign restaurant. What foods do you like to eat? --Have a tasting party to introduce foods to subject taught. --Have a "Pack It Up" to eat as a world tour of food.	<u>Arithmetic</u> Count Comparison Fractions Measure and weight Liquid and dry measures Quantity Temperature	<u>Cookbooks</u> Field Trips Cafeteria Picture Collection Foods that travel Foreign foods
B. Chemical and physical changes are taking place at all times with foods.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings		Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C.	In cooking we use our knowledge of physical and chemical changes to prepare a variety of foods for our diet.	--Experiment to find new ways to prepare foods. --Try different combinations of foods. --Have a vegetable fair--try a variety of ways to prepare and serve carrots.	<u>Art</u> Attractive table settings Make cookbooks	Better Homes & Gardens, Junior Cookbook Betty Crocker's, New Boys & Girls Cookbook Bruno, <u>Cooking in</u> <u>the Classroom</u>
D.	We have many kitchen tools and machines which help us in the preparation of food. These require careful use and care.	--Take a trip to cafeteria to observe preparation of foods. --Prepare a meal showing how to use science:	<u>Health</u> Attractive surroundings Cleanliness Digestion Good manners Safety Sharing	Cobb, <u>Science</u> <u>Experiments You</u> <u>Can Eat</u> Cronan, <u>First Foods</u> , Fenton., <u>Fruits We</u> <u>Eat</u> Fenton., <u>Plants We</u> <u>Live on</u>
E.	We should be responsible for using safe work habits in the kitchen when we cook.	Hot vegetable soup, crackers (change in form, substance, boiling) Tuna fish sandwich and whole wheat bread.	<u>Language Arts</u> Creative expres- sion Interpret and follow directions Sequence in a recipe Introductions and invitations Write stories, reports, recipes	AHEA, <u>Fractions</u> <u>Count When You Cook</u> , <u>Learning Packet #1053</u> <u>Learning Stuff, It's</u> <u>More Than A</u> <u>Cookbook.</u> Family Circle, <u>The</u> <u>Continental Col-</u> <u>lection</u>
F.	Success in cooking depends upon our ability to read and interpret directions, to choose proper ingredients and utensils, to measure accurately, and to use proper methods of preparation.	Cottage cheese and jelly sandwich (cheese--bacteria to sour milk, pectin in jelly) Raw carrots, celery, tomato grape juice. --Cooking to illustrate science Ways to cook vegetables determined by types.		National Dairy Council, <u>It's Always Break-</u> <u>fast Time Somewhere</u>
G.	Cooking is a source of fun for individuals and the family.	Potatoes cooking in open pan burn more quickly than covered. Small pieces dissolve and cook faster than large.	<u>Science</u> Chemical and physical changes Helpful bacteria	
H.	Good table manners create a pleasant meal time atmosphere and are an aid to digestion.	Milk or ice to demonstrate substance--milk, liquid, changed to solid either as frozen or dried milk.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. There are many people involved in preparing food for us in different types of eating places.	Jello--dissolve in boiling water. Add ice cubes to melt and chill jello. Then jello becomes solid. Syrup--boil sugar in water. Make rock candy--how to prevent crystals from forming in candy. Baking pancakes, bread, biscuits. Air as leavening agent--cream puffs, souffle. Warm air rises--placement of food in refrigerator. Magnets used in the kitchen --Plan a unit around a food--ex. baking potato. Bake the potato; cleanliness; use electric oven; food value. --Prepare foods using early forms of food preservation--ex. apple butter, dried fruits, dried corn, etc. --Plump raisins (put moisture back into raisins). Collect pictures of good foods which could use raisins as an ingredient. --Grow some plants for center-pieces--tops from carrots, turnips, beets, parsnips, pineapple.	Science Magnets Machines & tools Temperature Water Social Studies Conservation Interdependence Machines & tools Sharing responsibilities and fun	Prevo, <u>Manners</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>V. LEARNING ABOUT THE HISTORY OF FOOD</u>			
A. Many of the recipes now used in this country were brought here by people from other lands.	--Have mother tell you about recipes that have been in the family for years. From where did they come?	<u>Arithmetic</u> Buy foods Compare foods, prices Quantity	<u>Exhibits</u> Grinding experiment Old recipes
B. We can learn much about people all over the world by studying the foods they have available, their methods of preparation, and their eating habits.	--Have grandparents tell about care of crops, harvesting, fireplace cooking, preserving foods, gathering wild foods. --Make a study of foods and customs from different countries. Plan menu, table decorations and costumes for a tasting party. --Grind flour as done in different countries. --Have international tea party. Consider different ways of serving tea in other countries; customs for drinking; dress; how grown; tea tasters; methods of preparation. For an arithmetic correlation, buy tea and supplies.	<u>Art</u> Make costumes, table decorations <u>Language Arts</u> Dramatization New words Research Use reference books Write short stories, reports <u>Science</u> Changes in foods Food preservation Plants and animals used as food <u>Social Studies</u> Conservation Early home life Environment and influence on food Other people--how alike and different	<u>References</u> Hayes, <u>Pioneer Days</u> Better <u>Homes</u> and Garden, <u>Heritage Cookbook</u> Tremble, <u>New Jersey</u> <u>Cookery</u> McGraw Hill, <u>The</u> <u>McCormick Spices</u> <u>of the World</u> <u>Cookbook</u>

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. DRESSING FOR HEALTH AND APPEARANCE			
A. Cleanliness and a neat appearance do much to make us feel better, to make a good impression on others, and to be successful on a job.	--Do a survey to determine how people feel about "The importance of a Neat Appearance." --Collect pictures of people dressed for different occasions. Evaluate as to the impression they make on you. --Discuss what helps people to know how to dress for the day.	Art Color Design Health Cleanliness Personal appearance Protection	Picture Collection Clothing for different occasions Clothing of other countries References <u>Hayes, Children of Other Lands</u>
B. The clothing people wear depends upon the climate of the country and it's availability.	--Tell why people in different countries wear what they do--ex., the Arabs wear head cloths to cover their faces.	Language Arts Discussions Judging good and poor appearance--establish a set of criteria	Vanderhoff, <u>Clothes - Part of Your World</u>
C. Our dark clothing becomes warmer in sunlight than does our light-colored clothing.	--What clothing do people in other countries wear that you would like to wear? --Dress dolls in costumes of different countries or different periods of history.	Research on origins of clothing, what is worn in other countries.	
D. Our clothing should be suitable to the occasion.	--Do research to learn the origins of clothing styles and accessories.	Write or give reports--outline, composition, vocabulary.	
E. People dress differently in different parts of our country and the world.	--Collect pictures of "idols" in sports, movies, etc. Discuss their actions, personal appearance.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		Science Color and temperature Climate and choice of clothing Water--cleaning	
		Social Studies Climate and availability influence clothing Personal appearance influences self-confidence and relationships Interdependence World conditions reflect in clothing worn	

II. GETTING OUR CLOTHING

A. We get clothing from all parts of the world.	-- Read labels on clothing of children in room. What are the source of the textiles?	Arithmetic Measurements Weights	Exhibits Samples of fabrics for children to touch and compare Labels from clothing
B. Man has learned to use animal and plant fibers in a variety of ways to make clothing.	-- What are the different types of clothing worn in different countries? Why? How are they obtained?	Art Charts and posters	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Man has learned to use other materials to create man-made fibers for clothing.	--What types of clothing do we get from other countries? Why do we buy clothing from other countries instead of making it ourselves?	<u>Language Arts</u> Clothing vocabulary Read labels	"Learning To Be A Wise Consumer" Guidance Associates
D. Methods of making cloth have improved from time to time. Machines have replaced the spinning wheels and hand looms.	--Investigate the standardized measurements for different clothing sizes. Have children determine their own measurements and the proper clothing sizes. --Learn about the history of cotton and its use as a wearing apparel.	Write stories about source of clothing <u>Science</u> Machines and inventions	<u>Picture Collection</u> Clothing and fabrics from animals, plants and synthetics. <u>References</u> Roberts, <u>The First Book of Cotton.</u>
E. The government has standardized the measurements for different clothing sizes to help us in purchasing or making clothing.	--Learn how cotton is used in different parts of the world. How do the people get their cotton? --Look at many kinds of labels. Discuss what information should be on all labels to help the consumer.	Synthetic fibers New uses of fibers Role of science <u>Social Studies</u> Government standards Interdependence How people of world dress Machine and inventions improve methods, prove greater variety. People who help us	Hayes, <u>Children of Other Lands</u>

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Source of fibers and clothing world wide Transportation	
<u>III. CARING FOR OUR CLOTHING AND OUR APPEARANCE</u>			
A. We should be responsible for the care of our clothing.	--Tell how to dry clothing quickly.	<u>Health</u> Attitudes	<u>Exhibit</u> Clothing and "care aids"
B. We should be responsible for our own personal appearance.	--Discuss how animals keep clean. Can we learn a lesson from them?	Cleanliness	Good grooming kit
C. Our posture affects our personal appearance.	--Make a list of sensible rules to follow when washing or bathing.	Health habits	<u>Picture Collection</u>
D. Soap, towel, nail file and mirror are helpful in keeping neat and clean.	--Write a story about water and its role in keeping us clean.	Personal appearance	Posture affects our appearance
E. We make use of a variety of devices for hanging up our clothing.	--Demonstrate what should be done with clothing at night.	Posture	Good grooming habits
F. The weather affects the drying time of wet clothing.	--Prepare an exhibit of different types of clothing and the various devices that can be used for caring for each type.	Responsibility for own appearance	<u>References</u> AHEA, Today's Washbasket Learning Packet #1024
	--How does a person's appearance affect his disposition?	<u>Science</u> Tools for clothing care	
	--Make a "grooming kit" to carry with you to school.	Water--dissolving, cleaning	
		Weather and rate of evaporation	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. SEWING FOR FUN			
A. Sewing clothing and making gifts can be a source of pleasure in home and family living.	--Aprons, stuffed animals, decorative pillows, make good gifts.	<u>Art</u> Choosing colors Creative designs Dyeing cloth	<u>Exhibits</u> Sample projects <u>References</u> <u>Barber, My Learn To Sew Book</u>
B. Sewing is more fun when we use our tools carefully and correctly.	--Tie dyeing may be used for luncheon scarf, head scarf, or place mat. --Children may create designs on graph paper and then do cross stitch samplers.	<u>Language Arts</u> Following directions Sharing	<u>Hoffmann, Sew For - Sew Good</u>
	--Creative stitchery can be used to make maps of different countries on burlap.		<u>Coats and Clark, Embroidery Stitches</u>
	--Scraps of fabric can be used for tea napkins. Edges can be fringed.	<u>Science</u> Color Sounds Machines, tools	
	--Demonstrate the use and care of the sewing tools and the pressing equipment.		
	--Creative stitchery projects (wall hanging, pillows) make good gifts.	<u>Social Studies</u> Doing something for others Hobbies	
		<u>Health</u> Safety Self expression	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>V. LEARNING ABOUT THE HISTORY OF CLOTHING</u>			
A. Some of the clothing we wear today was influenced by clothing worn in other countries.	--Have grandparents tell about making cloth and clothing and how they cared for their clothing. --Why can clothing be lighter and less bulky today than in past?	Social Studies Clothing teaches about people and their lives Interdependence people, countries Heritage	<u>Picture Collection</u> Children of different countries dressed for different occasions
B. We can learn much about people all over the world by studying the fabrics they have, how they get their clothing, how they dress for different occasions.	--Make a collection of pictures showing children of different countries dressed for school, play, church. Discuss why they dress as they do. Can you notice any U.S. influence in their clothing habits; any of their influence on our habits?		<u>References</u> <u>Vanderhoff, Clothes: Part of Your World</u> <u>Evans, Costume Through the Ages</u>

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. <u>LEARNING ABOUT PEOPLE</u>			
A. No matter where people live they have the same basic needs for food, clothing, shelter, love, success and belonging.	--Collect pictures of people of distant lands. Discuss the people and their homes, food, clothing, useful animals, work, play, goods they trade.	<u>Health</u> Basic needs Consideration for others Emotions	<u>Films</u> "Worry, I'm in Big Trouble Now," Guidance Associates.
B. People are alike and different in many ways.	--Does sharing of ideas between people or countries cause more or fewer inventions?	Individual differences	<u>Picture Collection</u> People--alike and different
C. Members of a group are friendly and cooperative.	--Collect pictures showing people being alike and different. Discuss the reasons.	<u>Language Arts</u> Comparing Cooperation--	People of other lands--their needs
D. How we feel often influences how we act.	--Have each child keep a record of how he felt and acted for several days. As a class summarize and discuss the results. Have children relate their findings to their parents to further illustrate the effect of feelings on action.	part of a group Creative expression Dramatization Write stories and reports Research	<u>References</u> <u>Hayes, Children of All Lands</u>
E. When we help others we have self-respect and feel good.	--Use television commercials (ex. those recommending drugs for headaches) to illustrate how feelings affect actions.	<u>Social Studies</u> Basic needs and behavior Interdependence People of the world Helping other people is good for us	Anglund, <u>A Friend Is Someone Who Likes You</u>

FAMILY LIFE EXPERIENCES IN HOME MAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. LIVING IN A FAMILY</u>			
A. Family members should learn to accept the ideas and opinions of each other.	--Tell how jobs held by family members help the family and the community in which it lives.	<u>Health</u> Consideration for others	<u>Filmstrips</u> "Sharing Responsibilities" Educational Projection
B. When family members share work and play, they can enjoy each other and have fun together.	--Collect pictures of home and families in distant lands. Discuss.	Cooperation Family relations	"Families," N.J. Department of Health
C. Family members should be as friendly and polite to each other as they are to their friends.	--Discuss how the family meal habits influence family unity, manners, and relationships.	Family roles Interdependence	"Disappointment: A Day that Didn't Happen," Guidance Associates
D. Family members enjoy their grandparents and relatives and have responsibilities for their happiness and welfare.	--Have children tell what they do with their grandparents and other relatives.	Strengthening the family	<u>Picture Collection</u> Homes and families of other lands
<u>III. LIVING IN THE COMMUNITY</u>			
A. Being friendly makes a community a pleasant place in which to live.	--Discuss how to be friendly to the community helpers--ex., mail deliverer.	<u>Art</u> Draw charts, maps	<u>References</u> AHEA, Pathways to Friendship Learning Packet #1033
B. Community members and workers help to make it a safe, healthful, and pleasant place in which to live.	--Tell about the kind of neighbor you like best.	<u>Health</u> Cooperation in community	Scott, Foresman, Health and Safety Highlights
	--Make charts showing how people in different communities help one another.	Environment	Instructor, Everyday Safety, Everyday Health

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Girls and boys have equally important roles to play in the community as adults.	--Make a study of the community. How do they get the things they need? --Investigate how people in other countries (Alaska, Eskimo) are dependent upon each other for survival. --Discuss how children can help to make the community a safe and happy place. --Tell what you could do to help a careless community member change his habits.	<u>Health (con't)</u> Friendship Sharing <u>Language Arts</u> Cooperation Dramatization Research Tell or write stories or hold discussions <u>Social Studies</u> Community member rules Environment Friendship Interdependence Relationships with others	

IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE

A. People live, work, and play differently in different parts of the world.	--Collect pictures showing how people live in different parts of world. Compare with life in U.S. How alike?	<u>Language Arts</u> Comparing Dramatization Research on family life Tell or write a story about family life	<u>Picture Collection</u> Family life in different parts of world
B. People from many lands have come to live and work in America.	--Make a study of the way our family life has been enriched by people from other countries. Have discussions, exhibits, food tasting parties, demonstrations.		<u>References</u> Hayes, <u>Children of All Lands</u> Kraft, <u>World of Cheese</u> J.C. Penney, <u>Ethnic Heritage</u> AHEA, <u>Family Holidays Around the World</u>

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. People from other lands have enriched the life of our community with their family life customs, fine foods, and handicraft skills.	--Have children tell about their ancestor --Discuss the contributions of different nationality groups to our country. Emphasize the good traits that each group has to share.	Social Studies Family life Heritage-- from other countries People--relationships Personal traits World family-- how alike and different Interdependence	Filmstrips "Ethnic Heritage," J.C. Penney Co.

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. LIVING IN HOMES			
A. People everywhere have homes that give them shelter, but in some parts of the world the homes are very different from ours in the U.S.	-- Compare homes in the neighborhood. Why are they different? --Compare houses and home life in different countries. How are they alike and different? --What conditions make shelter necessary? Could you live in the homes of other countries?	Art Draw pictures of houses Health Basic needs Homes differ Individual differences Sharing	Picture Collection Houses of the World Rooms in our Homes
B. People live differently in different parts of the world.	--In some homes the kitchen is the most important room of the house. Why is this? What is the most important room at your house?		
C. People try to be comfortable no matter where they live.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. There is a difference between a house and a home.	--Do research to determine the difference between a house and a home.	<u>Language Arts</u> Cooperation-- world Courtesy Dramatization Research Tell or write reports about people of world	
E. Family members work to make their home meet their needs.	--Discuss what each person can do to help make his house a home.	<u>Social Studies</u> Attitudes Basic needs of housing Family life Housing Values are reflected in our home life	

II. GETTING AND FURNISHING OUR HOMES

A. Homes in our country are built in many different places and with many kinds of materials.	--Discuss how climate and weather influence houses--their design, building materials, windows. --Discuss heating homes--types of heating; where placed in room; furniture for warmth and coolness; effect of different seasons of the year.	<u>Art</u> Home decorations House plans	<u>Picture Collection</u> Electricity and gas uses in the home Lighting devices for the home
B. New inventions have made gradual improvements in our homes and our home furnishings.	--Investigate why radiators are usually placed near the floor.	<u>Language Arts</u> Follow directions and plans Pictures, words, sounds Research Write or tell reports	

HOUSING EXPERIENCES IN HOME MAKING

GRADE FOUR

Some Basic Understandings		Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C.	Science has helped man to make homes better.	--Discuss lighting the home-- materials and products for lighting; arrangements of lighting fixtures; use of candles.	<u>Science</u> Environment Heating and lightening	<u>Picture Collection</u> Variety of homes and furnishings in U.S. and other countries
D.	When people plan ahead for their housing and furnishings, they are most likely to get what they really want.	--Make candles for use in the home at holidays. Discuss early methods of making candles and use of berries as a source of wax.	Inventions Role in housing Variety of materials	
E.	Changes in lighting and heating have improved home conditions.	--Show pictures of things in the home using gas or electricity. --Compare homes and furniture of different countries. Why are the building materials, types of homes used?	<u>Social Studies</u> Homes Home building Interdependence Inventions Transportation	

III. CARING FOR OUR HOMES

A.	People have ways to make work easier by using machines and getting rid of friction.	--Collect pictures of uses of water in the home. --Collect pictures of uses of electricity in the home.	<u>Health</u> Attitudes Cleanliness Safety habit Sharing	<u>Picture Collection</u> Electricity in the home Money in daily living Water in the home
B.	Some people in the world have machines to help them and some don't.	--List the things that are run in the home by an electric motor. Tell how the work used to be done before electricity.	<u>Language Arts</u> Cooperation Following directions around appliances Routines Tell or write reports	
C.	We should all be concerned about safety in the home and should work to develop the safety habit through practice.	--Tell how the following were done before we had electricity--lighting, cooling, washing, cooking, heating, drying clothes.		

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. People use money for different reasons in different countries.	--Discuss how electric switches, plug, and fuses work. --List things that help to make a home safe.	Science Electricity-- electric motor Fire Friction Machines, tools--make work easier Safety around electric appliances Seasons-- home care Water--uses in home	References Taylor, <u>My Allowance and How I Use It.</u> Feinstein, <u>Children and Money.</u>
E. Allowances are best spent when budgeted in advance.	--Tell how to prevent sliding or slipping accidents in the home. --Tell what safety features need to be observed around electric appliances. What are electrical conductors and non-conductors? --Why are frosted light bulbs used in the home? --Demonstrate how to put out grease fires in the kitchen. --What must be done to prepare the home for summer and winter? List those things that can be done by the children. --Discuss use of an allowance. Budget an imaginary allowance based on goals.	Social Studies Attitudes Family roles Interdependence Money--uses Planned spending allowances	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
IV. HAVING FUN IN THE HOME			
A. It is fun to plan surprises for our parents. B. Younger brothers and sisters enjoy having us entertain them. C. It is fun to display our collections and to share them with the family.	--Tell about how people had fun in early times--house raising bees, quilting bees. --Make a gift for the family. Do it at a time of the year when the family wouldn't be expecting a gift and call it a "thank you gift for being nice to me." --Make a scrapbook of things that can be used to entertain younger children. --Make a toy for a younger child and give it to an individual as a surprise gift. --Collect pictures of different ways to display our personal collections Children could make a display device to use in their bedrooms.	Health Family fun Homes Safety Sharing Language Arts Cooperation Dramatization Tell or write stories about personal collections Social Studies Attitudes Family life Family relations -- brothers and sisters Home life should be fun, too Sharing	<u>References</u> Hayes, <u>Pioneer Days</u>

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FOUR

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
V. <u>LEARNING ABOUT THE HISTORY OF HOMES</u>			
A. Many different activities have been performed in the kitchens of homes of long ago and in homes of other countries.	--Make a list of inventions that have helped to make homes better (kitchens, plumbing) --How did people in early times get light? Make candles.	<u>Language Arts</u> Comparing housing through the years Dramatization	<u>Exhibit</u> Furnishings from different periods of history
B. Home furnishings and cooking utensils tell an interesting story about the history of housing through the years.	--Have grandparents tell about daily activities--carrying water, cleaning dirt floors, making candles and soap. --Show pictures of kitchens of long ago and look for types of furnishings, cooking devices, foods, clothing. --Exhibit furnishings and utensils from different periods in history. For interest include the item (or a picture) as it appears today.	Research-- early housing Tell or write reports about early housing <u>Social Studies</u> Attitudes Early home life Heritage Inventions and machines World homes	<u>Picture Collection</u> Home and furnishings from different periods in history Kitchens of early homes <u>References</u> <u>Hayes, Pioneer Days</u> <u>Better Homes & Gardens</u> <u>Heritage Cook Book</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. EATING FOR HEALTH</u>			
A. There are six classes of nutrients. Each class meets certain body needs and is digested in its own way.	--Conduct animal experiments to show difference diet makes. Use food charts showing food values and water based on scientific research.	<u>Arithmetic</u> Comparison Counting, tabulating Grouping Foods Metric system Equivalents Weigh, measure	<u>Exhibits</u> Cereal labels Food ads Menus
B. Food is changes physically and chemically in the body.	--Arrange for scientific experiments to test foods for carbohydrates, fats, calcium, and water.		<u>Filmstrips</u> "Foods and Your Health", Millikin
C. Meal planning means including foods that meet the needs of the body.	--Evaluate menus that appear in newspaper tabulating servings from each food group. Plan substitutions for different foods to take care of likes, season, variety, etc.	<u>Art</u> Make charts, murals, posters	"Foods to Help Us Grow", RMI Film Projections
D. A knowledge of basic food groups and meal-time patterns is useful in the daily selection of food.		<u>Health</u> Attitudes Digestion Eating habits Food classes Meal planning Variety nutritious foods	Nutrition: Foods, Fads, Frauds, Facts Guidance Associates
E. Good eating habits aid digestion. They must be practiced every day.	--Study labels on six cereals. List nutrients. How do they differ?		"Nutrition-What's In It For You", J.C. Penney
F. People can learn to like new foods and to change poor food habits if they understand and care about meeting the needs of their bodies.	--Give a Food Fair for the fourth grade. Have a tasting center of "milk drinks you can make" - simple meals without cooking.		"How Food Becomes You", National Dairy Council
G. People who eat foods different from ours can still get the necessary nutrients.	--Look in children's cookbooks for simple recipes. --Visit a zoo or pet shop and watch animals being fed. Describe kind of food and eating habits of each.	<u>Language Arts</u> Dramatization Follow directions Read and interpret menus	

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Collect food ads from newspapers. How do they encourage you to eat certain foods? Do they list prices? Do they tell you the nutrients in foods? Do they tell you what famous people eat the foods?	<u>Language Arts</u> Research Write reports, stories	<u>AHEA, Calorie Talk Learning Package #1047</u>
	--Discuss reasons for eating at certain times. Compare with other countries.	<u>Science</u> Chemical and physical changes	<u>---Nutrients - The Hidden Magic in Foods Learning Package #1044</u>
	--Could our "Basic 4 Food Guide" serve other countries?	Digestion	National Meat and Livestock Board. <u>Food Tower Power</u>
	--Arrange "tasting-testing" parties of typical or unfamiliar foods of regions that are being studied.	Food classes	
	--Plan foods and menus for different weather conditions.	Research	
	--Why is food harder to digest if not chewed properly? What methods of food preparation help to make food easier to digest?	Scientific food experiments	

II. GETTING OUR FOOD

A. The need for new and better foods influenced the discovery of new countries and the development of better farming in this country.	--Make a map showing source of meats, fruits, vegetables, and staples which are in local market at a given time.	<u>Art</u> Make maps	<u>Cookbooks</u>
B. Food production has helped to influence where people lived and the types of communities that developed.	--Plan a study of foods that grow in the different sections of our country. Visit a market to see fresh fruits and vegetables that are shipped to our locality.	<u>Language Arts</u> Follow directions Research and reports Write or tell stories about food sources	<u>Filmstrips</u> "Jars, Cans and Packages", Educational Projections <u>Film</u> "Shoplifting - It's a Steal" General Mills

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Scientists spend many years of research and study before they make a decision about a new product of discovery.	--Make a map of the United States showing major food production of each other.	<u>Science</u>	<u>Picture Collection</u>
D. Scientists have been responsible for helping farmers to produce more and better food with less work; discovering new foods, and recognizing the need for finding new ways to feed the people of the world as the population increases.	--Prepare an exhibit of products of different countries. Have a tasting party.	<u>Environment</u>	<u>Foods from farms of Northeastern United States and other parts of United States</u>
E. Food processing means taking a food or combinations of foods and changing them to something else. This has resulted in a greater variety of foods as well as the utilization of more plants and animals as food.	--Do research to see original source of food and how it can now be produced.	<u>New methods of food processing</u>	<u>Foods of the United States</u>
	--Make list of foods that might be made from things grown on farms in different regions.	<u>Greater utilization of animals and plants for food</u>	<u>Fruits of New Jersey</u>
	--Use phone book to see what articles are made or foods processed in our city.	<u>Research involves years of study</u>	<u>Vegetables of New Jersey</u>
	--Have a tasting party of tropical food crops.	<u>Science's role in world feeding</u>	<u>References</u>
	--Discuss former waste products now in use--ex. things from sea, early and late fruit and vegetables.	<u>Social Studies</u>	<u>Brown and Finsterbusch, Man and His Environment, Food.</u>
	--Do research to discover names of foods called by area from which they come--ex. Maine or Idaho potatoes.	<u>Food production and community</u>	<u>Garrett and Metzen, You Are a Consumer</u>
	--Visit a fruit store to see hybrid fruits or vegetables.	<u>Interdependence</u>	<u>AHEA, Meal Steals - Learning Package #1012</u>
	--Identify edible greens of New Jersey. Take a trip to gather, prepare, and taste the greens.	<u>Relation of food to new discoveries</u>	<u>---On Being a Choosey Consumer Learning Package #1015</u>
			<u>National Dairy Council, Animals that Give People Milk and Hello from Alaska, Taking Milk Apart</u>

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
F. The food grown in an area is influenced by the climate, topography, and population (the workers available as well as the needs of the people). G. In the past people had to rely on foods grown locally.	--Make a study of Dairy Industry to discover raw materials used and finished products made. --Cook an egg until hard. Cut into half lengthwise and examine. Note layers of albumen that formed around yolk. --Cut open such fruits as apples, oranges. Locate parts that were eggs, ovary wall, and stem end of flowers. --Cook cereal as done in past. Grind and add 1 cup wheat to 4 cups of boiling water and 1 teaspoon salt. Cool 3 hours. Compare with present cereals. Repeat for other breakfast foods. --Go into market to discover the many uses for cereals. Cookbooks might also be used for information. --Make list of foods that might be made from things grown on farms in different regions. --Check advertising statements for information about sources of foods. --Explore the careers that are part of the Food Industry.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>III. PROTECTING OUR FOOD</u>			
A. Molds, bacteria, and yeasts cause much of food spoilage. They also can be used to help in food production.	--Discuss how micro-organisms are used to help in food production. Ex. cheese making, vinegar. Have a tasting party of cheeses.	<u>Health</u> Cleanliness Community agencies Safety	<u>Field Trips</u> Cafeteria Food processing company Restaurant
B. Living things need food, warmth, and moisture to grow. Controlling these can help to make food safe.	--Invite Board of Health official to come in to tell what they do to see food is safe.	<u>Science</u> Disease germs Evaporation Food processing Micro-organisms in food production	
C. Evaporating all or some of water from liquid is a method of preventing the spoiling of liquid food for a long time.	--Visit a restaurant to see what they must do to see sanitary conditions are provided and observed.		
D. Disease germs can be spread by people and through food and water.	--Visit the school lunchroom to see what the health inspector does there. Observe the operation of the dishwasher. Why is it an important piece of the cafeteria equipment?		
E. Certain public agencies supervise the handling of food.	--Investigate the big companies that have developed a big business out of food processing. What other services do they render?	<u>Social Studies</u> Community's role in providing a safe and adequate food supply Contributions of commercial food processing companies to all people Improvements in food processing can benefit all people	
F. Local health departments test milk, water, food and inspect buildings.	--What are the advantages of dehydrated food today over primitive times?		
G. The government has established laws to regulate getting foods by hunting or fishing.	--Why aren't cans of fruit full when opened? When they were canned, the boiling hot fruit was placed to the top. This can be demonstrated by open kettle canning of peaches. --Investigate agencies that safeguard the food supply.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. PREPARING AND ENJOYING OUR FOOD</u>			
A. Different methods of cooking influence the ingredients used, the time necessary, the resulting flavor, and the appearance of the finished product.	--Prepare fruit drinks. Compare cost with soft drinks. Create new flavors.	<u>Arithmetic</u> Compare prices Equivalents Fractions Liquid, dry measure	<u>Cookbooks and recipes</u> <u>Picture Collection</u> <u>What Cooking Method Is This?</u> <u>Thermometer and Its Many Uses</u>
B. Cooking makes some foods easier to digest.	--Demonstrate cooking terms-- boil, broil, simmer, steam, bake, fry.		
C. Cooking drives out water and fat from meat.	--Make collection of favorite recipes.		
D. Egg proteins give firmness to certain foods.	--Prepare food products. Discuss how to do jobs, number of machines or tools.	<u>Art</u> Attractive table settings Creative table settings for different occasions Make cook-books	<u>References</u> <u>Better Homes and Gardens, Junior Cookbook</u> <u>Betty Crocker, New Boys and Girls Cookbook</u> <u>Bruno, Cooking In the Classroom</u> <u>Cobb, Science Experiments. You Can Eat</u> <u>Cronan, First Foods</u> <u>Davis, Learning Science Through Cooking</u> <u>AHEA, Fractions Count When You Cook</u> <u>Learning Package #1053</u> <u>---It's Time For A Party---</u> <u>Learning Package #1025</u>
E. Minerals and some vitamins dissolve in water. Vegetables and fruits should be cooked in as little water as possible.	--Collect thermometers. Note differences. How used in cooking?		
F. Shiny pans reflect more heat than dull ones.	--Make study of the safety techniques that should be used in the kitchen.		
G. Using the correct amount of heat, or temperature, is important to successful cooking	--Discuss science principles in food preparation: Ex. how coffee percolator works, why cover goes up and down when water boils, changes of state in cooking and baking.	<u>Health</u> Cleanliness Digestion and cooked foods Eating habits and manners Hobby of cooking Meal planning Preserving food nutrients Safety	
	--Demonstrate how eggs are used in cooking to thicken product; to cause product to rise.		
	--What should be done to flame once water in pan starts to boil? Why?		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. Each ingredient in a recipe serves a useful purpose.	--Experiment with cake ingredients. Mix a batter of 4 tbsp. flour, 2 tbsp. water, 1/8 tsp. baking powder, 1 tbsp. melted butter. Bake. Each time omit one ingredient. Compare finished products.	<u>Language Arts</u> Interpret and follow directions Invitations, introductions, and guests Terms (words) in cooking	Johnson, <u>Let's Bake Bread.</u>
I. Knowing the right utensil and tool to use should make cooking easier and more successful.	--Effect of atmosphere on food: How does pressure affect baking of food? When you open the door of the refrigerator, what happens to air in it? What causes frost on the refrigerator? In food markets, how does food stay frozen in boxes with no covers?	<u>Science</u> Atmosphere Chemical and physical change Food classes How electrical equipment works Preserve food utrients Thermometers Variety of tools	Nitty Gritty Productions, <u>Kid's Cookbook.</u>
J. Cooking can be a hobby or a vocation.	--Entertain parents or other class at a tea party to learn proper etiquette. Have a committee visit the guests to explain the purpose and rules they will follow. This will also help to teach the other class.		
K. Eating slowly and chewing food well will aid digestion.	--Plan, prepare, and serve regional holiday recipes for class parties.		
L. Different types of table settings and service are used for different occasions.	--With cooperation of school administrators and school lunch managers, plan ways of improving school lunchroom from standpoint of beauty, safety, health, equipment.	<u>Social Studies</u> Conservation Interdependence	
M. There are basic table manners that are essential for all occasions.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>V. LEARNING ABOUT THE HISTORY OF FOOD</u>			
A. We can learn much about people by studying the foods originally produced in their countries; which ones are still in use; how famine and destruction of crops affected them.	--Discover the food habits and customs of our ancestors. --Display articles of Pioneer Days. --Compare the services of a large chain grocery store with services rendered in early small town or country store. --Cook cereal as in past. Grind grain. Add 1 cup to 4 cups boiling water and 1 tsp. salt. Cook 3 hours. Compare with present cereal method. Do for other breakfast foods.	<u>Language Arts</u> Dramatization Individual reading Research Use reference sources Write reports and stories	<u>Exhibit</u> Cooking Utensils of Pioneer Days <u>References</u> Better Homes and Gardens, Heritage Cookbook Hayes, <u>Pioneer Days</u>
B. The heritage of the different parts of our country and other countries is reflected in the food and eating habits of the people.	--Plan, prepare, and serve a luncheon typical of a region in the United States.	<u>Science</u> Conservation Effect of environment on food Food preservation--old and new methods Machines and tools	National Dairy Council, Let's Make Butter
C. The need for new and better foods influenced the discovery of new countries and the development of better farming methods, machines and tools.	--Compare modern vs. old methods of food preservation--drying, salting, use of pepper and spices, vegetables kept in caves and cellars. --Make butter. --Plan a pioneer party for January and for August. Play games that pioneer children played. Serve typical foods. Use no modern games or toys, canned or packaged foods. --Make hominy out of corn. Make lye water by pouring hot water through wood ashes; soak in lye water until hulls come off; boil corn until soft, brown in butter, and eat.	<u>Social Studies</u> Environment and influence on food and eating customs Food needs influenced discoveries of countries and machines	

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities <u>Social Studies</u> Heritage Interdependence	Some Suggested Resources
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CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
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I. DRESSING FOR HEALTH AND APPEARANCE

A. A person's appearance is an expression of his personality.	--Collect pictures of well-groomed people. Discuss what makes them well groomed.	Art Color Design Line	Picture Collection Clothing for different periods in history Line and color in clothing Well-groomed people
B. People should not be judged by their appearance alone.	--Discuss if you are treated differently when you go to a store all dressed appropriately than when you go in clothes for play? Why?	Health Cleanliness Personal appearance Personality Posture	References <u>AHEA, It's Your Skin - Take Care of It - Learning Package #1050</u>
C. People should be guided by the situation in dressing for health and appearance.	--Collect pictures of way people dressed years ago and now. What changes have taken place? Why were these changes possible?	Language Arts Discussions Judging appearance use of criteria	Vanderhoff, <u>Clothes - Part of Your World.</u>
D. A knowledge of basic fibers and fabrics is useful in selecting or making clothing.	--Explain how fabrics keep you warm and cool.	Science Environment and clothing Properties of fibers and fabrics.	
E. Posture is influenced by clothing.	--Practice to improve posture.		
F. People who wear clothing different from ours can still be properly dressed and groomed.	--Discuss the effect of clothing on posture. --Demonstrate how line and color in clothing can change a person's appearance. --Choose sleeping garments appropriate for different seasons.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Plan clothing to take on a trip to different parts of the country. How should the clothing be packed to stay in good condition?	<u>Social Studies</u> Grooming and relationships Social situations influence grooming Variety in clothing and grooming standards	

II. GETTING OUR CLOTHING

A. In the past the raw materials that were available in the U.S. determined the clothing that people wore.	--Collect pictures of clothing and the machines that make it. --Wash and card raw wool, spin into yarn, and weave into cloth on a hand loom.	<u>Arithmetic</u> Consumer practices Cost factors in production and distribution of clothing Measurements	<u>Exhibits</u> Raw fibers at different stages plus finished product Labels and advertisements
B. The need for new, better, and less expensive clothing influenced the discovery of new fibers and the development of better methods for making cloth and clothing.	--Show pictures of raw materials. Where are they grown in U.S.? Why do they grow there? Which can be produced everywhere in U.S.? On what conditions do raw materials depend?	<u>Language Arts</u> Research Read labels and ads New words Write about clothing sources, construction	<u>Filmstrips</u> "Choosing What To Buy" Educational Manpower. "Your Wardrobe Dollar", Household Finance "Buying Wisely", Guidance Associates "Consumers In The Marketplace", Association Sterling "The Role of Consumers", Joint Council on Economics Education. "Fire, Fabrics and You", J.C. Penney Co. "World of Work", Sunkist Growers.
C. Clothing production was helped to influence where people lived and the types of communities that developed.	--Make exhibit of raw materials and finished products from your area. Tell what machines and tools were used in making them. --Investigate and tell about the cities that have sprung up around clothing and textile mills.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Scientists have been responsible for helping manufacturers to produce more and better clothing with less work and for discovering new fibers and textile finishes. E. Both the government and the clothing industry provide help for consumers with their choice of textile fibers, fabrics, and clothing.	--Many clothing advertisements tell consumer to "add an additional 10% to clothing cost, west of the Rockies." Why does this happen. --Take a product. Imagine all the workers who would be needed to produce it. Stress that because of this interdependence, we can't say whose work is more important. We must value all work and those who do it. --Learn how the government and consumer groups help us in choosing clothing. --Collect labels that come on clothing. How do they help us? How should we use them? --Explore the occupations related to the clothing industry.	<u>Science</u> Fibers Machines Scientists help production, new fibers, finishes, etc. <u>Social Studies</u> Government and industry help consumer Clothing production influences where workers lived Interdependence Mass production Integration World market	<u>Films</u> "Shoplifting - It's A Steal General Mills <u>Picture Collection</u> Clothing and machines that made them <u>References</u> Ginn & Co. <u>Dress Well for Little Money</u> (paperback) Garrett and Metzen, <u>You Are A Consumer</u> AHEA, <u>Get Acquainted With Cotton - Learning Package #1026</u>

CLOTHING EXPERIENCES IN HOME MAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>III. CARING FOR OUR CLOTHING AND OUR APPEARANCE</u>			
A. Cleanliness helps a person look and feel better.	--Discuss importance of soap today and in the past. How is soap made? Test you regular soap with litmus paper. (Red turns blue when there is free lye.)	<u>Health</u> Bathing Cleanliness Perspiration Deodorants	<u>Exhibits</u> Ads and labels telling about fabrics finishes Samples showing fabrics with special finishes
B. Bacteria grows in body perspiration and soon causes unpleasant odors.	--Try to improve care of clothing practices. Demonstrate how to repair ripped seams and hems, sew on buttons, polish shoes, wash and dry stockings.	<u>Science</u> Bacteria Cleaning properties of soap and water Deodorants Fabric finishes Soap testing Conservation of clothing	<u>References</u> AHEA, Today's Washbasket - Learning Package #1024
C. Bathing regularly is the easiest way to keep the whole body clean.	--Explore care of synthetic fabrics - permanent press - wash and wear.		
D. Soap, water and deodorants are aids to good grooming.	--Using two garments, demonstrate the result of letting one lie in a ball on the chair while the other is hung up.		
E. Some textile fabrics are more suitable for protecting our clothing and appearance than others.	--Try soaps on your tongue. If it stings, there is too much lye. (Chemists do this).		
F. Some textile fabrics require less care than others.	--Discuss the difference in the appearance of the skin of a well-nourished person and a poorly nourished person.		
G. Scientists have discovered finishes for cloth which makes its care easier.	--Plan and present skits: One person uses careless procedures (dirty towel, washcloth, etc.) when washing face, picks at pimples, puts on greasy cream, etc. Another demonstrates the proper care of the face and skin. Discuss how each might feel.		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--as leaving for school. - What impression would each make on others? How does the way the face looks affect the general appearance? --Make a list of cloth finishes that make care of clothing easier. Study advertisements and labels to see how common		

IV. SEWING FOR FUN

A. Many people use cloth and thread to satisfy their creative interests and for leisure time activities.	--Make samplers like those done in Colonial times. --Wool plaid fabric may be used for making scarves for gifts for fathers. Cut crosswise on the fabric. Hem the two long edges and fringe the narrow edges. --Make a collection of commercial patterns. How do they make a contribution to our life? --Examine sewing books, advertisements in newspapers, magazines. Make a list of all types of tools and machines used in sewing. List the reading and arithmetic skills and knowledge that is needed for sewing.	<u>Arithmetic</u> Measurements <u>Art</u> Choosing colors Creative designs <u>Health</u> Safety Self-expression	<u>Exhibits</u> Sample projects <u>References</u> Coats and Clark, <u>Embroidery Stitches</u> , <u>ABC' of Crochet</u> , and <u>ABC's of Knitting</u> <u>Barber, My Learn To Sew Book</u> <u>Lilly Mills, Beginner's sewing Guide</u> <u>Corrigan, Of Course You Can Sew</u>
B. Commercial companies produce patterns to help people with their sewing.			
C. Success in sewing and needlework depends upon our ability to read and interpret directions; to choose proper fabrics, patterns, sewing supplies, and tools; to measure accurately; and to use proper sewing methods.			

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>V. LEARNING ABOUT THE HISTORY OF CLOTHING</u>			
A. We can learn much about people by studying the clothing originally produced and worn in their countries; what is still in use; how world conditions influence what they wear and buy.	--Display clothing and sewing tools of Pioneer days. --Make a "picture movie" showing the many processes used by the pioneers in making their own cloth. --Have a fashion show of clothing from different periods in history. Have each model tell how the owner got the cloth made or bought the garment, the cost, the home and family life he or she had, the fashion highlights of the garment. Pictures may be used in place of the actual garments.	<u>Social Studies</u> <u>Appreciation of people</u> Clothing reflects history and world conditions <u>Heritage</u> <u>Interdependence</u>	<u>Exhibits</u> Clothing and sewing tools of Pioneer days Clothing from different periods in history <u>Picture Collection</u> Fashions through the years Clothing from different periods in history <u>References</u> <u>Evans, Costume</u> <u>Throughout the Ages</u>
B. The heritage of the different parts of our country and other countries is reflected in the clothing of the people.			
C. People today appreciate people and clothing more when they understand what and how clothing was made years ago.	--Collect pictures of clothing worn in different parts of the U.S. during different periods of history. Note differences and similarities and give reasons. --Make a study of our current fashions. Can any of these be traced back to different periods in our history? If so, why would people choose them?		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Sewing can be a hobby, a necessity, or a career.	--Use sewing skills to help others-- ex., Red Cross sewing. --Make quick projects using the sewing machines ex., Turkish towel, apron, place mats, felt purse, pleated skirts, cotton aprons. --Have committees take turns making simple repairs on children's clothing as the need arises. --Make plastic bags for storing clothing. --Using simple 2 or 3 piece patterns, make simple stuffed animals, ex., snake. --Using commercial patterns, make simple garments, ex., pull on shorts, tops.	<u>Language Arts</u> Interpret and follow directions Sharing Vocabulary <u>Science</u> Color Sounds Tools, machines <u>Social Studies</u> <u>Commercial</u> sewing companies Heritage Hobbies Leisure time Purpose and effect of sewing on family life.	<u>Hoffman, Sew Far - Sew Good</u> Meyer, <u>Stitch by Stitch</u> Sommer, <u>Sew Your Own Accessories</u>

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LEARNING ABOUT PEOPLE</u>			
A. A person's personality includes how he feels about things and acts towards others.	--Discuss how you would help a new boy or girl in your neighborhood. What could they do to make friends.	<u>Health</u> Basic needs Consideration for others Emotions Friends and feelings Heredity Personality development	<u>Films</u> "Worry-I'm In Big Trouble", Guidance Associates.
B. Each person, in his personality, is different from others in some ways and alike in other ways.	--Make a chart showing what friends do for each other. Collect pictures to illustrate. --Make a new friend. --Discuss how to make friends.		<u>Picture Collection</u> Friends People--alike and different
C. The differences in people make life more interesting.	--Discuss why people are referred to as "human resources"?		<u>References</u>
D. We do not inherit our feelings; we learn them.	--Compare your feelings with other members of your family. In what ways do you differ? Discuss why this can be true.	<u>Language Arts</u> Comparing people and behavior Cooperation Dramatization Research Write stories and reports	Anglund, <u>A Friend Is Someone who likes you.</u> AHEA, <u>Pathways to Friendship-Learning Package #1033</u>
E. Attitudes and feelings make a difference in how new experiences and ideas are met.	--Collect pictures to illustrate differences in people as well as in material things. Discuss how these differences make life more interesting.		<u>Filmstrips</u>
F. Worries and fears are easier to handle if understood.	--Make a study of the family life of the different nationalities in the class, town, or U.S. Compile the values they have in common. Discuss why it is possible to share these values and still live different types of lives.	<u>Social Studies</u> Appreciate other people Basic needs People can make friends Values of different groups of people	"Why Are You You And Not An Elephant", Guidance Associates "What Are Parent's For Anyway", Guidance Associates "What Are You Going To Do About Smoking", Guidance Associates "Discovering Your Personality", Guidance Associates
G. People get along better with each other when they understand and appreciate why they live as they do.			

FAMILY LIFE EXPERIENCES IN HOME MAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. Friendships result from people being interested in others, sharing possessions and interests, and being courteous.			"Jealousy: I Won't Be Your Friend", Guidance Associates
I. Even people whose family life differs from ours have values, many of which are the same as our own.			"Lonliness: The Empty Treehouse", Guidance Associates "Me, Myself and Drugs", Guidance Associates

II. LIVING IN A FAMILY

		Health	Filmstrips
		Emotions Family relations Heredity Maturity Problem solving	"What Are Parents For Anyway", Guidance "Disappointment: A Day That Didn't Happen", Guidance Associates "Brothers, Sisters, Feelings and You", Guidance Associates
A. Persons in the same family often resemble each other.	--When a baby is born, its father and mother must give it care for a long time. Why does a human baby need more care than a baby animal?	Language Arts Comparing Creative expression Discussion Dramatization Research on importance of family to society	
B. Sometimes it is helpful to discuss emotional and social problems with our parents or other adults.	--Compare family pictures and make a study of heredity.		
C. Home ties are important to all people.	--Discuss how family heritage has changed in each generation.		
D. We need to understand and appreciate how family members are important to each other.	--Have each child write about some member of his family and how he helps him. --Discuss how the social life of the family is different in different sections of the U.S.		

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FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. We need to learn how to express our love and respect for our family members (and relatives).	--Tell about some recreation that can be enjoyed by the whole family. --Pretend you are an Indian girl or Eskimo boy of long ago. Tell where you live and some of the things you and your family do.	<u>Language Arts</u> Write stories and reports about family, heredity	
F. Differences in family living are due in part to our clutural heri- tage.	--Discuss the changing role of women in the U.S. today.	<u>Social Studies</u> Family appreciation	
G. The role of the family member has changed considerably during the past years.	--Discuss the effect of floods, famines, no work, etc. on family life.	Family roles change Heritage-- cultural Home	

III. LIVING IN THE COMMUNITY

A. People live in commu- nities in many dif- ferent societies.	--Make a study and write a report on the improvements needed in your community. Tell what you can do to help get them.	<u>Health</u> Cooperation Environment Health factors Sharing	
B. The home life and activities differ in city, suburb, and farm communities.	--Discuss how life is different in different sections of the U.S. --Tell about the large cities that have areas in which clothing and food are produced and sold. What would you see if you were to visit these area? Why are they impor- tant to the city? (Ex., New York City garment district)	<u>Language Arts</u> Cooperation among people of all nations Discussion Dramatization Research-- home life and cultural differences	
C. The community is de- pendent upon the help of many people in the community and in dif- ferent parts of the country.	--Dramatize Life in different sit- uations. Act out family scenes.		<u>Filmstrips</u> "People Who Organize Facts", Guidance Associates "People Who Create Art", Guidance Associates "World of Work", Sunkist Growers

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE</u>			
A. People need to work and trade with each other in order to make life easier and to provide better things for all people.	--Make a study of things we get from other countries. How do they improve our living? Repeat for things we send to other countries.	<u>Language Arts</u> Comparing people and family life Dramatization Research--	<u>References</u> Hayes Publishing, <u>Pioneer Days</u>
B. We can learn much about people by studying their early family life; what customs are still in existence; how they have been affected by community and world problems, etc.	--Make a list of the things in your home that help to make your life easier. (Include material possessions and personal services). --Discuss how your life is "better" because of these things; how you can use these things to make your life "better" as well as "easier". --Have children discuss with parents their family customs--the origin, how changed, etc. Report to class. Summarize for class. What are common for class? Why?	way people live; nationality groups in U.S. Write reports, stories, letters	
C. The heritage of the different parts of our country and other countries is reflected in the way families live.	--Do research on the nationality groups that settled in different sections of the U.S. Consider why they settled there; contributions to the community and the U.S.; family life customs still in existence; etc.	<u>Social Studies</u> <u>Family life</u> Heritage Interdependence Good personal relations important to all people Values reflected in way we live	

FAMILY LIFE EXPERIENCES IN HOME MAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Cooperation among people is important if our country is to become, and remain, great and strong.	--Investigate various careers available in the community. Discuss responsibilities of becoming employed.	<u>Language Arts</u> Write stories and reports	<u>References</u> <u>Dagin, Jobs from A to Z.</u>
E. The lives of people are affected by storms, floods, famines, and wars.		<u>Social Studies</u> <u>Community</u> life Environment influences family life Heritage Home life differs Interdependence World relation- ships Cultural differences	AHEA, Learning To Get Along With Others - Learning Package #1011.
F. The cultural differences among the nations of the Western Hemisphere are wide but cultural exchange is to the advantage of all.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LIVING IN HOMES</u>			
A. The community is interested in the housing conditions of its citizens.	--Collect pictures of homes in cities, small towns, country, etc., and discuss how alike and different. Why?	<u>Art</u> Draw pictures of houses Make charts	<u>Filmstrips</u> "Ethnic Heritage", J.C. Penney Co.
B. In times of trouble the home becomes more important to the family.	--Discuss the likeness and differences among home life in the city, suburb, and farm.	<u>Health</u> Basic needs Home life in different environments	
C. There are similarities and differences in home life in the different sections of the country.	--Investigate what the community does to provide good housing. --Investigate what housing standards have been set by the community.	Housing and health Sharing	
D. The differences in home living are due to differences in cultural heritage, resources, environment, and individual choice.	--Discuss how home life has changes in each generation. Try to determine the causes of change. Repeat for home life in another section of the U.S. or in another country.	<u>Language Arts</u> Cooperation Courtesy Discussion Research on how people live	
E. Even people who live differently from us have values, many of which are the same as our own.	--Make charts showing the roles of family members in different families.	Write stories and reports on how people live	
F. Family members share the responsibilities as well as the privileges of home life.	--Display picture illustrating the responsibilities and privileges of family life. Discuss which can be handled by different family members.	<u>Social Studies</u> Attitudes Communities and housing Environment Family life Home life--standards values Heritage Personal values	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING AND FURNISHING OUR HOMES</u>			
A. People today are not building such large homes as they did in the past.	--Discuss why homes today are smaller and of different design than in past.	Art <u>House, designs</u> different	<u>Picture Collection</u> <u>House designs</u> Homes of yesterday and today
B. Houses planned today are more functional and utilitarian.	--Discuss how houses are planned to take advantage of the natural environment--ex., arrangement of rooms for summer and winter light and heat, view from picture windows.	House plans--roof shape	<u>References</u> Ginn and Co. <u>What's Good Furniture</u> and <u>Buying Appliances</u>
C. People may choose to own or rent their homes.	--Study the different shapes of roofs, Tell how different types are used to regulate amount of sunlight entering home, to withstand heat, cold, rain, snow.	<u>Language Arts</u> <u>Follow plans</u> of house Organization Pictures, words	Garrett and Metzen, <u>You Are A Consumer</u>
D. Our different cultural heritages are reflected in the architecture and furnishings of our homes.	--How are different kinds of rocks used in the home?	Write or tell reports	Linden and Selzer, <u>You, The Consumer</u>
E. In the past people had to use the raw materials available for heating, lighting and furnishing the home.	--Investigate how chalk or calcium carbonate is helpful and harmful in the home. (Ex., lime in water leaves calcium deposits in tea kettle or steam iron).	<u>Science</u> <u>Environment</u> and housing Heating and lighting	<u>Filmstrips</u> <u>"Economics", Educational Projections</u>
F. Science and new inventions will continue to influence the materials and design of homes and furnishings.	--Discuss how to arrange light at home for reading, working.	Inventions Role in housing	"The Price Is Right or Is It" Urban Media Materials
G. Home ownership for life and little replacement of furnishings is not as important today as in the past.	--Why is furniture usually more expensive on the West coast?	Source and variety of materials	"The Role of Consumers" Joint Council on Economic Education "Ethnic Heritage", J.C. Penney Co.

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u>	<u>Film</u>
		Heritage	"The Owl Who Gave A Hoot", Modern Talking Picture Service
		Home reflect world con- ditions	
		Home owner- ship	
		Interdependence	
		Inventions	
		Personal values	

III. CARING FOR OUR HOMES

197	A. Machines in the home increase man's production and make difficult tasks easier.	--Discuss the jobs in the home that have been made easier because of machines.	<u>Health</u>	<u>Picture Collection</u>
	B. Man uses the science principles concerning heat in many different ways in the home.	--Collect pictures of things used in the home and the machines that made them.	Attitudes	Machines in the home
	C. Safety rules should be remembered and applied.	--Investigate the different types of heating devices for the home.	Cleanliness	Science in the home
	D. The cost of housing includes renting or owning, furnishing, upkeep of furnishings, maintenance of building, replacement, insurance, utilities, services.	--Make a list of all the safety rules that could be applied to home living. Check at home to see where improvements need to be made.	Energy ex- penditures	<u>References</u>
	E. A regular saving program is the best way to achieve a financial plan.	--Check with parents, or ask a speaker to help you determine the cost of providing housing for the family. Compare renting and owning costs. Discuss what part of the income is used for housing. Consider the importance of wise choice and proper care of a house and its furnishings.	Safety	AHEA, <u>Money Might -</u> <u>Learning Package #1013</u>
	F. People today have the opportunity to shop in wholesale, retail, or discount stores.		Sharing	Saalback, <u>The Consumer</u> <u>and the American Economy</u>
			<u>Language Arts</u>	Taylor, <u>My Allowance</u> <u>and How I Use It</u>
			Cooperation	
			Follow direc- tions	
			Routines be- come habits	
			Write reports on housing costs	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Discuss with a banker the different types of saving programs available. Explore the benefits of each and decide which would be best for you. Consider starting a saving program of your own. --Make a chart comparing the different types of stores where you can shop. Consider the advantages of each. Decide when you would choose to shop in each type.	<u>Science</u> Electricity Heating Machines, tools Safety Work easier <u>Social Studies</u> Attitudes Financial plans Housing costs Interdependence Productivity Stores--kinds	<u>Household Finance,</u> <u>When You Spend When</u> <u>You Shop, When You</u> <u>Use Credit</u>
IV. HAVING FUN IN THE HOME			
A. Increased leisure time will bring changes in the type of recreation and social life enjoyed by the family. B. Fun in the home is different in different kinds of homes and communities.	--Discuss why people still engage in crafts today that used to be a necessity. --How does fun in the city differ from fun in the country? --Organize class hobby show. Tell why the hobby is interesting. --Discuss family hobbies and tell why they are important. --Tell about fun in different part of the country.	<u>Health</u> Family fun differs Hobbies Leisure time Sharing time <u>Social Studies</u> <u>Environment</u> and recreation Family Life	<u>Picture Collection</u> <u>Family fun in the U.S.</u> <u>Recreation through</u> <u>the years</u>

HOUSING EXPERIENCES IN HOMEMAKING

GRADE FIVE

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. Parents try to plan areas in the home which the family members can use for fun.	--Make candles in different shapes to give us gifts.	<u>Social Studies</u>	<u>Films</u>
D. Sharing fun in the home results in increased pleasure.	--Consider how social life has changes from past generations. How has this affected you and your family?	<u>Leisure time</u> <u>Sharing</u> <u>Social life</u> <u>changes</u>	<u>"Families", N.J.</u> <u>Dept. of Health</u>
	--Make a list of the different types of facilities available to your family for family fun. This list might be duplicated for other families.		

V. LEARNING ABOUT THE HISTORY OF HOMES

A. In the past home building and home chores were a vital part of everyday life. They were made the occasion of social gatherings. Fun and work went together.	--Display articles from pioneer days.	<u>Language Arts</u>	<u>Exhibits</u>
	--List modern conveniences that we have today that were not available in Pioneer days--gas, electricity, stoves, central heating.	<u>Comparing</u> <u>early chores</u> <u>with present</u> <u>Research</u> <u>Write reports</u>	<u>Articles from Pioneer</u> <u>times</u>
B. The heritage of different parts of our country and other countries is reflected in the homes and home life of the people.	--List and discuss various jobs which early settlers had to perform for themselves that most people no longer do.	<u>Social Studies</u>	<u>Picture Collection</u> <u>Historical homes</u> <u>Home life through the</u> <u>years</u>
	--Collect pictures of way people lived years ago and live now. People have changed their ways of living. How are they able to do this?	<u>Attitudes</u> <u>Heritage</u> <u>Home life</u> <u>Historical</u> <u>homes</u>	<u>References</u> <u>Hayes Publishing,</u> <u>Pioneer Days</u>
C. The homes of famous people that have been preserved as historical monuments can tell us much about the people, their personal traits and values, the home life of the time, the country's resources and environment.	--Discuss trips made to homes of famous people. What did they learn about home life of different periods of history? Display pictures, gifts.		
	--Class make soap as a reminder of early times and to illustrate science principles.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. EATING FOR HEALTH</u>			
A. A good diet is based on an understanding of how the body uses food.	--Read about vitamin deficiency disease. How can they be cured?	Arithmetic	Filmstrips
B. The body uses carbohydrates, fats, vitamins, minerals and water in certain amounts and specific ways for body building, heat, and energy.	--Do research project to show foods other than animal foods that contain protein.	Comparison	"Nutrition: What's In It For You", J.C. Penney.
C. Because fat has more fuel value than sugar or starch, it is an important food in cold climates.	--Experiment to show that milk contains fat, protein, minerals, vitamins.	"good" nutrition	"Nutrition: Foods, Fads, Frauds, Facts", Guidance Associates.
D. The body should be dependent upon proper foods rather than laxatives for regular elimination.	--Do experiences that will demonstrate reasons for the importance of essential nutrients for health and the best food sources.	Counting, tabulating	"How Food Becomes You," National Dairy Council.
E. The digestive system is the route of the food through the body.	--Discuss the food sources of protein as they relate to the study of mild and milk products.	group, classify	
F. A chemical change within the body releases the heat and energy from food.	--Have a basket of food from which children will pick food that will give them--ex. Vitamin A for good vision. Have products labeled--"I have little Vitamin A but much iron and am good for _____."	Equivalents	Picture Collection
G. Food not digested and used is stored in the body or eliminated as solid and liquid waste.	--Collect pictures of children of different ages and growth. Put all of one age together. Note differences in different children. When is most growth? What does this mean to eating habits?	Metric System	Cheeses around the world
	--Compile and discuss food charts as food nutrient groups. What relation does this have to overweight, Vitamin C, etc.?	Weigh, measure	Children--different ages and growth
		Art	Digestive system
		Make charts, murals, posters	Sources of food nutrients
		Self expression	Structure of foods
		Health	Vitamin deficiency diseases
		Body uses food	
		Deficiency diseases	Films
		Diet	"Read The Label - Set A Better Table,"
		Digestion	Modern Talking Picture Association
		Elimination	
		Health habits	
		Meal planning	
		Responsibility	

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. Poor health habits are more likely to be responsible than glands for fatigue, overweight, or underweight in children.	--Do an experiment to prove that increasing the amount of food you eat at breakfast will not make you gain weight. For one week eat your normal breakfast or what you please.	<u>Language Arts</u> Dramatization Follow directions Read and interpret food information New words, terms Research Write reports, stories	<u>References</u> AHEA, Calorie Task Learning Package #1047. Nutrients, the Hidden Magic in Food Learning Package #1044 Kraft, <u>The World of Cheese</u>
I. Food choices should be based on values, not on fads.	Weigh yourself. Then for a week eat your normal breakfast plus an egg and juice and weigh yourself. Repeat if necessary.		
J. Maintaining good health and preventing the spread of disease in an individual responsibility.	--Report on foods enriched or fortified. Learn what the process adds to food.		
K. Coffee and tea are stimulants which interfere with good eating, have no food value, and do not belong in a child's diet.	--Study structure of foods such as the cross-section of cereal grains. --Show that cheese contains water by weighing cheese. Then allow it to dry (grate to speed up evaporation). Weigh again. --Make a study of "cheeses around the world". --Make a study of food values of various plants and the cost of animal protein in relation to proteins from other food products. --What candy is best for quick energy? --Make large chart of digestive system showing what digestion of nutrients takes place in each part. --Change starch in cracker to sugar.	<u>Science</u> Chemical and physical changes Composition of foods Digestion Disease Food from sun's energy Research Scientific food experiments <u>Social Studies</u> Attitudes and food Environment and foods needs	

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Health and eating habits affect human relationships Individual and shared respon- sibilities for health Personal values reflected in food choices World food patterns	

II. GETTING OUR FOOD

A. In future years the body will continue to need the same food nutrients, but the types of food, their sources, and methods of preparation will be different.	--Learn how food plants are grown. --Do research on the development of food for space travel. --Discuss the kinds of milk; taste differences; compare costs per quart; most economical form to use for beverage and cooking; take milk apart; investigate cleanliness from dairy to consumer.	<u>Arithmetic</u> Compare prices, quali- ties Fractional parts Equivalents Group, classi- fy Measure, estimate	<u>Cookbooks</u> <u>Filmstrips</u> "Jars, Cans and Packages," "Consumer Education for Elementary Grades," Educational Manpower "You the Shopper" and "Spending Your Food Dollars," Household Finance. "Food Dollars and Sense," Household Finance
B. Food scientists and nutritionists will continue to experiment and develop new and better methods for producing and distributing food.	--Visit a vegetable market--list as many vegetables as you can find there. Fine out where each was grown and how it got to community.	<u>Art</u> Make charts, posters, maps	

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. The sea, which has given us food for years, will be one of the sources which will provide us with new and different types of food in the future.	--Make a chart or poster showing all the ways an animal is used by man.	<u>Language Arts</u> Outlining Read and interpret advertisements Research Reports--well organized	<u>Picture Collection</u> Foods from the sea Food plants from Old World Food plants from New World Mammals that give us milk Vegetables--familiar and unfamiliar
D. Chemists analyze some foods by group tests to determine food nutrients, methods of preparation, and desirable qualities.	--What animals other than cows, give milk. --Visit fish market or department and note varieties sold. Where do dealers get the fish? What forms are sold? How is the fish protected from spoiling? What nationality fish specialties are sold?	<u>Science</u> Foods for future Science's role in world feeding and health Scientific food experiment Sea as a source of food	<u>References</u> Brown and Finsterbush, <u>Man and His Environment: Food.</u> Garrett and Metzen, <u>You Are A Consumer.</u> Knopf, <u>Around the World Cookbook for Young People.</u> AHEA, <u>Meal Steals -</u> --On Being A Choosy Consumer - Learning Package #1015
E. The quality and price of foods are influenced by the season of the year, the form available, and the problem involved in getting from the source to the table.	--How are mollusks important to man? Study menu cards to see how used as food. --Make bulletin board showing "foods from sea".	<u>Social Studies</u> Economics of food Food and world conditions Interdependence U.S. and world nutrition World food markets	
F. The wise use of money is important to the successful purchasing of food.	--Have a fish tasting party--serve bites of salmon, tuna, sardines, fish sticks, flounder and others. --Discuss "Oysters should be eaten only in "R" months." --How has fish cookery become easier than in past and why? --How is seaweed being used as food?		
G. The ability to read and interpret advertising is important to the successful purchasing of food and health products.	--What is "plankton" and why is it considered a food for space journeys? --Visit local college to find out what experiments are in progress? How do these places help all people as well as farmers?		

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
H. The people of the U.S. have a responsibility for helping to improve the nutrition of the people in other parts of the world.	--Investigate the use of surplus foods. How are they handled? How are they used locally; in school lunch? How do they help the world? --List important food plants that come from Old World and New World. Which is greater? --Visit the market to find foods from other nations that are make possible for American consumption through canning. What words and foods from other nations are part of the American food vocabulary? Prepare a menu for school lunch based on another nation. --Investigate the ways we can share our food with people of other countries.		

III. PROTECTING OUR FOOD

A. Disease germs may enter the body in the air we breathe, from food and drink, or breaks in the skin.	--Interview the sanitary inspector for proper care and handling of food and equipment--ex. health inspection, clean kitchen, no cracked dishes. Can any of this apply to home? --Examine a cracked dish under magnifying glass to see where germs might collect.	Health	Field Trips
B. Both the individual and the community share the responsibility for preventing the spread of disease germs through food and water.		Cleanliness Community agencies Disease Safety Science Chemical changes in food--helpful & harmful	Dairy Garbage disposal and sewage system

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. One of the individual's and community's responsibilities is making provision for adequate and safe garbage and sewage disposal.	--Discuss the harm of people eating from the same dish, candy, etc.	<u>Science</u> Disease prevention Freezing foods Sterilizing foods	<u>Filmstrips</u> "Jars, Cans and Packages," Educational Projection
D. People are protected by government regulations dealing with the sanitary handling of food in commercial enterprises.	--Investigate the Pure Food, Drug, and Cosmetic Law. How does it protect us? --Investigate how garbage and sewage disposal is handled in your community. What should be done with garbage in our own homes?	<u>Social Studies</u> <u>Community</u> and individual's role in preventing spread of disease Government laws protect consumer of food	
E. Yeast and bacteria cause chemical change to take place in foods upon which they live. Some changes are helpful and some are harmful.	--Make list of health habits to prevent spread of disease. --Visit a dairy to see how microorganisms in production of milk products are used. --Discuss how coffee growers are dependent upon microorganisms. --Bring samples of cheese flavored with mold.	Interdependence Sharing responsibility for preventing spread of disease in other parts of world	
F. Molds may be helpful or harmful. Some molds spoil food while others give flavor to food.	--What is "Mother of vinegar"? How is it used?		
G. Foods kept in a sunny, airy place are not as likely to mold.	--The nose and mouth help you to know a great deal about food. How do they help to tell you when food is spoiled? Do foods taste the same if you can't smell them? Experiment.		
H. Sterilizing foods kills the microorganisms while freezing foods inhibits the growth of the microorganisms.	--Find out about the special work of "Tea Tasters." How do they identify different teas as to county grown, variety?		

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--One of the ways for conserving food is to use careful measurements in cooking. Show how this is true.		

IV. PREPARING AND ENJOYING OUR FOOD

A. One of the most important skills in preparing food is the ability to conserve the food values present in the food.	--Demonstrate how to cook vegetables to preserve vitamins. --Prepare a dish containing several foods. See if class can guess what is in it. --Experiment with flour: mixed with water and fat but no leavening. Fry. Note how flat product is without leavening agent.	<u>Arithmetic</u> Compare food values, prices Equivalents Estimates Fractions Measures, weights	<u>Exhibit</u> Chocolate production Cacao products <u>Picture Collection</u> International foods
B. The ability to cook means knowing how to plan, prepare and serve foods for breakfast, lunch, dinner, party, and snacks.	--What is the purpose of baking powder, and other ingredients, in food products?	<u>Art</u> Attractive preparation and serving of food Creative table settings, foods	<u>References</u> Better Homes and Gardens, <u>Junior Cookbook</u> Betty Crocker, <u>New Boys and Girls Cookbook</u> Bruno, <u>Cooking In The Classroom</u> Cobb, <u>Science Experiments You Can Eat</u> Cronan, <u>First Foods</u> Davis, <u>Learning Science Through Cooking</u> Dunn..., <u>Let's Get It Together (57 Daisy Place)</u>
C. People interested in cooking will want to know how to prepare the less common foods in the Basic Food Groups and how to prepare a food in a variety of ways.	--Arrange a display of cacao products and discuss. Compare chocolate and cocoa. Experiment to show difference. Look up the food value of chocolate. Make and enjoy different chocolate drinks and foods.	<u>Health</u> Attitudes Cleanliness Eating habits and manners Meal planning Preserving food value Safety	
D. Properly planned outdoor or party meals can be healthful as well as fun.	--What sounds are connected with cooking? --How does weather affect cooking ex. candy, icing? --Clean, prepare, and serve simple international foods.		

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Preparing food can be a pleasant or unpleasant experience, depending upon the attitude and ability of the person doing the preparation.	--Pretend you are invited to a friend's to eat. They serve a vegetable you dislike. What should you do? --Have tasting parties of foods native to the different counties studied.	<u>Language Arts</u> Interpret and follow directions Recipes as sources of information Social skills	AHEA, <u>Fractions Count When You Cook - Learning Package #1053</u> ---It's Time For A Party - Learning Package #1025 Johnson, <u>Let's Bake Bread</u> Nitty Gritty Productions, <u>Kid's Cookbook</u> AHEA, <u>Meal Steak - Learning Package #1012</u> Prevo, <u>Manners.</u> Family Circle, <u>The Continental Collection</u> <u>Foreign Foods Cookbook</u>
F. Science and art principles contribute to the successful and attractive preparation and serving of food.	--Explore careers that are part of the Foods Industry. --Visit food service jobs.	<u>Science</u> Machines and tools Atmosphere Chemical and physical changes Conservation of food and food values Experiments with foods Food research for future needs Sounds in food preparation	
G. The need for people to learn about food and food preparation will never stop. New foods, new methods of processing which involved different principles of preparation, space travel, more people to feed, and others will make it necessary for us to study in order to keep our knowledge up-to-date.		<u>Social Studies</u> Appreciate and understand people of the world Interdependence Responsibility of people to help each other	
H. Part of the pleasure of food comes in the eating. Knowing how to serve and eat food properly will help us as guests or hosts.			

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
I. People can show their respect for other people by using good table manners, eating the food served, and thanking the people who were responsible for providing the food.			
J. People in America have found pleasure in learning how people in other countries grow, cook, and serve their food and in being able to eat these foods in our own homes and restaurants.			

V. LEARNING ABOUT THE HISTORY OF FOOD

A. Through the study of food and nutrition people will be better able to understand and appreciate each other.	--Take a field trip to museums, antique shops, restaurants serving international foods, or to grocery store selling foreign goods.	Health Food and disease Responsibility for food needs of others Sharing World health	Field Trips Grocery store Museum Restaurants
B. The United Nations has established several organizations to help the people of the less advanced sections of the world meet their needs for food, health, and medical care.	--Compare dairying in U.S. and other countries. Collect pictures of a country -- Native costume, animals that give milk, ways to carry and sell milk in that country.	Language Arts Dramatization Letter writing Research	

FOOD EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
C. The people of the U.S. have a responsibility for helping to improve the nutrition of the people in other parts of the world.	--Discuss tea in many lands. Consider customs, preparing, drinking, history (trade, colonization, effect on history), where grown. --Write an advertisement telling American colonists how to make tea. --Food tester experiment. Tell foods (sugar, salt, flour, cornstarch, cream of wheat) by looks, feel, smell, taste. --Collect cooking utensils and dishes used in other countries. --Investigate the organizations that are at work to help people of other countries with their food problems.	<u>Language Arts</u> Use reference sources <u>Science</u> Conservation Disease Food nutrients Use of food by body World food needs <u>Social Studies</u> <u>Contribution</u> to civilization Interdependence People and their problems Sources of food	<u>Picture Collection</u> Cooking utensils of foreign countries Dishes of foreign countries <u>References</u> Family Circle, the Continental Collection Epstein, All About Jewish Holidays and Custom AHFA, Family Holiday Around The World Knoph, Around the World Cookbook for Young People Longstreet, A Salute to American Cooking Shapiro, A Whole World of Cooking

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. DRESSING FOR HEALTH AND APPEARANCE</u>			
A. Being neat, clean, and wearing becoming clothing does much for personal appearance.	--Collect pictures of well-groomed and poorly groomed people. Discuss how the poorly groomed people can be helped to improve their appearance.	<u>Art</u> Color Design Line	<u>Picture Collection</u> Clothing--ease of care, proper fit, fashions. Clothing--line, color, design
B. A good appearance is aided by a smile and pleasant manners as well as by neatness and cleanliness.	--What are the provisions made at school for helping people to make a pleasing appearance? At home?	<u>Health</u> Cleanliness and clothing affect appearance and behavior	Well-groomed and poorly-groomed people
C. Suitable clothing increases comfort and protects the health. The fit of the garment can affect the normal functioning of various parts of the body.	--Read newspapers and magazines for fashion ideas. How can you tell fashions from fads?	Clothing choice affects body health	<u>References</u> <u>Damn... Let's Get It Together (Everybody Guesses)</u>
D. The color of fabrics will influence the choice of clothing for different seasons of the year. Heat and light are reflected to white and absorbed by black thus making light fabrics better for warm weather and dark fabrics for cool weather.	--Collect pictures or have a style show of garments to illustrate ease of care, proper fit, fashions from the past.	Emotions affect Appearance	<u>AHEA, It's Your Skin - Tale Care of It - Learning Package #1050</u>
E. A person should consider the art principles about color, line, and design, when choosing clothing or fabrics.	--How have synthetic fibers helped to make it easier to be well groomed?	<u>Science</u> Color of fabrics and seasons of year Properties of fibers and fabrics	<u>Vandertoff, Clothes: Part of Your World</u>
	--Plan a fashion show on "Fashions for Space Ships or Space Travel." Use imagination.	<u>Social Studies</u> Grooming and relationships Occupations and clothing	
	--Experiment with different lines, colors, and designs in fabrics and clothing. Have classmates help you choose most becoming for you.		
	--Investigate clothing related occupations.		

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
F. A person's occupation will influence the type of clothing that is worn.			
II. GETTING OUR CLOTHING			
A. An understanding of basic scientific principles can contribute to the wise selection and care of clothing.	--Collect different "man-make" clothing fabrics and labels. See if you can discover the best features of each. Write to chemical companies for information.	<u>Arithmetic</u> Buying clothing Wise use of money Cost factors in clothing from source to consumer	<u>Exhibits</u> Advertisements and labels Fabrics for comparing and testing
B. The textile industry has been important to the development of the United States.	--Look in paper for advertisements for arts and crafts from other countries.		<u>Filmstrips</u> "Your Wardrobe Dollar," Household Finance
C. Chemists are able to analyze textiles by group tests. Some of these tests may be used by the consumer to distinguish basic fibers.	--Discuss the fibers that are used in other countries.	<u>Language Arts</u> New words Read labels and ads Research	"Buying Wisely," Guidance Associates
D. In future years people will use many different fibers for cloth and many different methods of making cloth.	--Many sweaters are sent to this country from England. Why do we buy so many of these sweaters?	Write reports on textile test Write letters to chemical companies for information	"Fire, Fabrics, and You," J.C. Penney Company.
E. The synthetic fibers have not replaced the use of natural fibers in the making of fabric or clothing. Rather the synthetic and natural.	--Collect different fabrics. Test fibers by burning acids, and lye solution. Study labels to find fiber content. Study wool labels to find if virgin, reprocessed, or mixture of wool and synthetic fiber? Chart strong and weak points of different fabrics.	<u>Science</u> New fibers	
	--What are some of the things you think about when shopping for clothing (include manners)?		

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
fibers together have increased the variety of fabrics available for different uses and require different types of care.	--Discuss what should be considered when buying shoes? Include types, construction, cost, part of wardrobe.	<u>Science</u> Science principles influence selection & care Space clothing Textile chemists	<u>References</u> Ginn and Co., <u>Dress Well For Little Money</u> Garrett and Metzlin, <u>You Are A Consumer</u> AHEA, <u>Get Acquainted With Cotton</u> - Learning Package #1026 ---Money Might - Learning Package #1013
F. "Dressing for Space Travel" has provided the need for textile scientists to invent a new type of clothing.		<u>Social Studies</u> Clothing production in future Interdependence Textile industry's contribution to U.S. World clothing markets	
G. The wise use of money is important to the successful purchasing of clothing.			

III. CARING FOR OUR CLOTHING AND OUR APPEARANCE

		Health	Exhibits
A. Care must be taken to keep clothing looking the way people like to have it look.	--Analyze cleanliness and grooming qualities which we admire most in friends.	<u>Cleanliness</u> Commercial products-- use of skin	Commercial products for use on skin Labels for clothing care
B. Different fibers have different properties and require different care.	--Discuss how people in the past kept clean in comparison with modern practices.	Grooming habits	
C. Modern inventions have helped to make the care of clothing much easier.	--Demonstrate how clothing will last longer if given proper care--ex. darning, place in sunshine to air, remove mildew stains.	Personal appearance Skin--acne	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Molds (mildew) and animals (moth, silver fish) are harmful to clothing. They can be controlled by keeping clothing clean and dry and by putting clothing out in the air and the sun.	--Discuss why it is dangerous to try to clean clothes by rubbing gasoline on dirty spots. What should be used to remove stains.	Science	References
E. Clothing will last longer if repairs are made as the need arises.	--Have spot cleaning lesson. Get different types of stain removers and demonstrate how to use.	Animals, molds, and clothing	AHEA, Today's Washbasket - Learning Package #1024
F. The commercial products available for care of the body and hair should be examined carefully before being used. Never should they take the place of soap and water.	--Demonstrate how careful care of clothing will help to conserve clothing.	Chemical fluids for cleaning clothing	AHEA, Its Your Skin - Learning Package
	--Make a collection of labels from clothing. What do the labels tell you about care of clothing? Do you understand all the information given on a label? Is there some additional information you would like to see given?	Commercial products, ingredients, etc.	
	--Make a study of the commercial products available for the care of the body and the hair. Consider costs, ingredients, safety, government regulations, purposes, results.	Fibers-- properties and care	
	--What products should boys and girls use in caring for the skin?	Inventions make care easier	
	--Learn what causes acne and how it can be prevented or cured.	Safety	
		Stain removal	
		Social Studies	
		Grooming and relationships	
		Conservation of clothing	
		Government regulations on commercial grooming products	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. SEWING FOR FUN</u>			
A. The study of clothing and needlework can help people to better understand and appreciate each other.	--Use sewing skills to make simple garments and animals for service organizations.	<u>Arithmetic</u> Buying clothing Evaluating clothing--costs, quality	<u>Exhibits</u> Sample projects
B. The ability to sew can be a useful skill for home and family life.	--Dolls may be dressed in the costumes of the countries studied.		<u>References</u> Coats and Clark, Embroidery Stitches, ABC's of Crocheting, and ABC's of Knitting
C. The ability to sew can be helpful in evaluating the quality of workmanship and price of commercially made clothing.	--Children may help to make curtains for the classroom, flag for the school, aprons for food preparation.	<u>Art</u> Choosing colors Creative designs	Barber, <u>My Learn to Sew Book</u>
D. The ability to sew can enable a person to give pleasure to others through the construction of gifts.	--Compare commercially made clothing and gifts with handmade gifts. Consider quality, individuality, price.	<u>Health</u> Appreciate people Safety Self expression	Lilly Mills, <u>Beginner's Sewing Guide</u>
	--Demonstrate using sewing and creative abilities as a method for adding individual touches to commercially made garments--ex. applique or embroider designs on clothing, place mats, napkins.	<u>Language Arts</u> Interpret and follow directions Sharing Vocabulary	Corrigan, <u>Of Course You Can Sew</u>
	--Use fabric shapes and embroidery stitches to create pictures or abstract designs for wall decorations.		Hoffmann, <u>Sew Far - Sew Good</u>
	--Make place mats. Decorate with original design cut from "press on" tape.	<u>Social Studies</u> Appreciate people Doing something for others Heritage	Meyer, <u>Stitch by Stitch</u>
			Sommer, <u>Sew Your Own Accessories</u>

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Hobbies Home and family life	

V. LEARNING ABOUT THE HISTORY OF CLOTHING

A. Through the study of clothing and needlework, people will be better able to understand and appreciate each other.	--Make a clothing study to determine which countries have the greatest variety and quantity of clothing. Why? Would price of clothing have any effect?	<u>Art</u> Color Design	<u>Picture Collection</u> Clothing from different periods of history
B. Clothing fashions today have been inspired by clothing needs and fashions of the past.	--Consider the "Clothing Drives" held by different churches and civic groups. Discuss why this is done. What types and conditions of clothing should be donated? Why?	<u>Health</u> Attitudes Clothing needs change Responsibility for clothing needs of others	<u>References</u> Evans, <u>Costume Throughout the Ages</u>
C. The people of the U.S. have a responsibility for conserving clothing and for helping to improve the clothing of the people in other parts of the world.	--Prepare an exhibit of clothing construction and needlework done by mothers, relatives, or the maker's opinion of it and how she learned to make it. --Make a study of your wardrobe to find one garment that needs some care or repair that you might learn how to do. --Make a study of fashions through the years. Which might be good today? What determines fashion? --Study family and home life during different periods of history. How are living conditions reflected in the clothing worn by the people?	<u>Language Arts</u> Research Sharing Write stories <u>Social Studies</u> Appreciation of other people Conservation of clothing Interdependence Heritage Responsibility for clothing needs of others	

CLOTHING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
		<u>Social Studies</u> Living conditions reflected in clothing	

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LEARNING ABOUT PEOPLE</u>			
A. Mental health is as important to our happiness and well being as physical health. Learning to live happily with your self and others can be acquired.	--Discuss people who are considerate of each other. Why are they considerate? --Make charts to show how groups make people more happy, feel comfortable, be more effective. --Make a list of the kinds of different feelings you had in one day. Tell why you had each feeling.	<u>Health</u> Basic needs Consideration for others--maturity Emotions--effect on health Mental health	<u>Picture Collection</u> Adults and their emotions Children and their emotions
B. Ability to get along with others involves being concerned for their happiness and welfare.	--Collect picture of children showing emotional growth from babyhood until now.	<u>Language Arts</u> Cooperation important to good health Dramatization Research Self Control--can be learned Write or discuss	<u>References</u> <u>Anglund, A Friend Is Someone Who Likes You</u>
C. All people experience problems and feelings of fear, anger, and jealousy. How they handle them is important.	--Act out problems - --If offered a food you never saw before		Dagin, <u>Jobs From A to Z</u>
D. Discussing problems with understanding adults often helps.	--If given a food you dislike and you are a guest in a friend's home		AHEA, <u>Pathways to Friendship - Learning Package #1033</u>

FAMILY LIFE EXPERIENCES IN HOME MAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. Good feelings help people toward good health.	--parents won't let you do something	<u>Social Studies</u>	<u>Filmstrips</u>
F. People learn to enjoy new experiences by doing them.	--Collect pictures of adults who are acting like children.	Basic needs	"Disappointment - A Day That Didn't Happen," Guidance Associates
G. Actions have much to do with the ways people feel about each other.	--Observe how other boys and girls act in school, play, home.	Environment influences how we live	
H. Immaturity is shown by one's lack of consideration for the feelings of others.	--How do sounds make you feel-- ex., glad, guilty, afraid?	Goals	"Discovering Your Personality," Guidance Associates
I. How people live is influenced by where they live, their heritage, and the amount of freedom given them.	--Discuss various occupations in the community. How do you prepare for a job?	Heritage	
J. People are more successful when they have goals toward which they can plan and work.		Interdependence	"Jealousy - I Won't Be Your Friend," Guidance Associates
		People and personal relationships	"Me, Myself and Drugs," Guidance Associates
		Values reflected in relationships with people	"People Who Create Art," and "People Who Organize Facts," Guidance Associates
			"Why Are You You and Not An Elephant," Guidance Associates
			"Worry - I'm In Big Trouble Now," Guidance Associates
			<u>Films</u>
			"Loneliness: The Empty Treehouse," Guidance Associates

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. LIVING IN THE FAMILY</u>			
A. The family is important to the continued development of our country as well as to the other countries of the world.	--List the most important things which a family does for you; does for the community. --Write an account of 'My Three Wishes for My Family.' --Display pictures of attractive rooms and home showing happy family relationships.	<u>Health</u> Attitudes Emotions Family relations Individual's resources	<u>Picture Collections</u> Home Life Situations Involving Relationships Values
B. Each individual shares the responsibility for improving and increasing the satisfactions of family life.	--Discuss how you should behave when parents, brothers, sisters have friends come to visit.	<u>Language Arts</u> Comparing Discussing importance of	<u>Filmstrips</u> "Babysitting-The Job, The Kids," Guidance Associates
C. The actions of a family member can affect the happiness and welfare of all the family members.	--Tell how you can show concern for the happiness of family and friends.	all family members Dramatization	"Brothers, Sisters, Feelings and You," Guidance Associates
D. Each individual should be resourceful and have creative interests so he can live independently when necessary.	--Discuss and investigate the role and responsibilities of a baby-sitter. --Practice dressing a child (put on diapers, shirt, care for dirty clothes).	Research in family heritage Write reports and stories	"Safe-Toy Environments" J.C. Penney Company
E. The heritage of our ancestors has influenced our family's attitudes, ways of doing things, customs, and values.	--Practice feeding a child (heat a bottle, hold baby, give new foods). --Learn how to play with children (know what they can do, make simple toys, games, stories, songs).	<u>Social Studies</u> Family and society Family of future Family relationships Family roles	"What Are Parents For Anyway," Guidance Associates "What Are You Going To Do About Alcohol" and "What Are You Going To Do About Smoking," Guidance Associates
F. "Space travel" and other scientific discoveries will have an important influence on family life in the future.	--Discuss the roles of boys and girls in other countries. --Discuss safe and dangerous toys. --Investigate consumer agencies that assist in keeping products safe for consumers.	Heritage-- influence on our values, etc.	"Ethnic Heritage," J. C. Penney
G. Each individual must develop a satisfying career or occupation.			"World of Work," Sunkist Growers
			<u>References</u> Dunn..., <u>Let's Get It Together</u> (Ready or Not) Johnson and Johnson, <u>The First Time Babysitter</u>

FAMILY LIFE EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
	--Learn to select appropriate books and stories appropriate for young children. Visit a primary classroom and read a group a story. --Investigate the many heritages that make up your community. How do they influence your family life. --Investigate the world of work-- guest speakers, research on jobs, visits to interesting places of employment, etc.	<u>Social Studies</u> <u>Personal development</u> Values are influenced by our environment and heritage	<u>Saunders, The Franklin Watts Concise Guide To Babysitting</u> <u>Watson and others, My Friend The Babysitter</u> <u>AHEA, The Babysitter's Code--Learning Package #1045</u> <u>Films</u> <u>"Families," N.J. Dept. of Health</u>

II. LIVING IN THE COMMUNITY

A. Human beings are the most valuable resources a community or nation can have. B. Many people are needed to advance good physical and mental health in the community. C. The people of the world will be better friends and neighbors when they learn to live and work together. This requires understanding and appreciation of what each has to offer. D. How people live is influenced by where they live, their heritage, and the amount of freedom given them.	--Discuss why different people in the world have different customs. --Tell about ideas, food and customs that we have in our country that were borrowed from other countries. --Discuss the different groups of people who live in the community. How do they differ? Why do they get along with each other? --Why do people like to visit other countries or communities? --Does travel help to bring understanding among people? Why is the tourist industry important? --Prepare a list of food or clothing words derived from names of places (ex. frankfurter, cologne, damask, hamburger).	<u>Health</u> <u>Cooperation</u> <u>Environment</u> influences show we live <u>Physical and mental health</u> <u>Sharing</u> <u>World health</u> <u>Language Arts</u> <u>Cooperation-- family, community, world</u> <u>Discussion</u> <u>Dramatizations</u> <u>Research--how to improve understanding and appreciation among people of world</u>	<u>References</u> <u>Embassy of country</u> <u>United Nations</u> <u>AHEA, Learning to Get Along With Others-- Learning Package #1011</u> <u>Hayes, Children of All Lands</u> <u>Films</u> <u>"Shoplifting-- It's A Steal," General Mills</u> <u>"Ethnic Heritage," J.C. Penney Company</u>
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Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
E. The life of a community is enriched when people of other cultures and countries come to live in it.	--Look at advertisements in the newspapers or magazines for crafts and arts from other countries.	<u>Language Arts</u> Write reports, stories, letters Introductions Words	
F. The government, acting for the people, is concerned with the conservation of national resources.	--How many crops and animals from other countries are found in the U.S.? Why?	<u>Social Studies</u> Community members' roles Concern for others Customs Government roles Heritage Human resources Interdependence Relations with others United Nations World relationships	
G. The people of the U.S. have shown concern for the less fortunate people of the world in many tangible ways. These include sharing of surplus commodities, educators working with the people in their countries, the Peace Corps.	--Investigate the different organizations of the United Nations. Tell how they are helping families in other countries. --Have people come to speak, or read their reports, about their experiences in other countries as members of U.N. teams. --What help to consumers are government agencies? Investigate the government agencies that exist in the community and state as well as nationally.		

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. LEARNING ABOUT THE HISTORY OF FAMILY LIFE</u>			
A. The people of other countries have helped to develop and strengthen our country. We have the responsibility to help them to develop and strengthen their countries.	--Discuss what we might do to help people in other countries. Include understanding, financial and material help. --Invite people who have served in other countries as members of Peace Corps, U.N. teams, to discuss their experiences.	<u>Language Arts</u> Comparing life in different countries Discussion Dramatization Introductions Research--how we might help to strengthen family life Write reports	<u>References</u> Embassy of countries United Nations <u>Filmstrips</u> "Ethnic Heritage," J.C. Penney Company
B. The family life of a country, with its laws pertaining to marriage, divorce, and family welfare as well as its customs, reflects the attitudes and values of that society toward family life.	--Investigate the different organizations working to help people in other countries. --Investigate family life patterns in different countries. Consider differences, strengths, changes, improvements needed. --Discuss changes in family life here in the U.S. What changes have improved our family life, or caused problems and weaknesses. What might we do to strengthen family life?	<u>Social Studies</u> Attitudes Family life Heritage Interdependence Moral responsibility to help others Personal relations--locally and nationally Society and the family Values regarding family life World family	

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B. The family life of a country, with its laws pertaining to marriage, divorce, and family welfare as well as its customs, reflects the attitudes and values of that society toward family life.	--Investigate the different organizations working to help people in other countries. --Investigate family life patterns in different countries. Consider differences, strengths, changes, improvements needed. --Discuss changes in family life here in the U.S. What changes have improved our family life, or caused problems and weaknesses. What might we do to strengthen family life?	<u>Social Studies</u> Attitudes Family life Heritage Interdependence Moral responsibility to help others Personal relations--locally and nationally Society and the family Values regarding family life World family	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>I. LIVING IN HOMES</u>			
A. Through the study of housing, people are better able to understand and appreciate each other.	--Display pictures of attractive homes which show evidence of careful family planning.	<u>Art</u> Creative expres- sion in home decoration House plans-- simple in design	<u>Picture Collection</u> Homes-"before" and "after" remodelling Homes-good and poor planning Homes of yesterday and today
B. People have learned to adjust living patterns to environment conditions and to change the surroundings to meet their needs.	--Display pictures showing "before" and "after" view of homes that have been remodelled to meet family needs. --Discuss changes that have been made in your home through the years. Explain reasons for changes.	<u>Health</u> Attitudes Basic needs Housing	<u>References</u> Dunn..., Let's Get it Together (In and Around)
C. The size and appearance of homes have changed as people have placed more emphasis on simplicity in design and on serving a useful function for the individual family.	--Display pictures of homes of 50 years ago and of today. Discuss differences and likenesses. Why? --Do research to discover how mass production has contributed to improved housing conditions in your community.	<u>Language Arts</u> Cooperation-- family and world Research Write reports	
D. Individuality in design of homes is sacrificed when mass production is necessary to improve the housing conditions of a community or to make housing costs more reasonable.	--Discuss how individual families use their creative abilities around their homes. --What determines housing needs for a family; for an individual? --Discuss community planning. What is a master plan?	<u>Social Studies</u> Attitudes Environment and living conditions Home values Heritage Mass production World housing	
E. Individuals and families in this and other countries differ in their housing needs and desires.			

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>II. GETTING AND FURNISHING OUR HOMES</u>			
A. Home building and furnishings are an indication of changing world conditions.	--Make a list of products in your name that come from trees.	<u>Art</u> Home decoration House plans Creative abilities	<u>Exhibits</u> Curtain fabrics Synthetic products used in the home
B. An understanding of scientific principles can contribute to the wise selection of the home and its furnishings.	--Visit a furniture store to see the different kinds of lamps.		<u>Picture Collection</u> Art in home decoration Furnishings for the home
C. Many scientific discoveries can be good or bad depending upon how the discoveries are used.	--Tell how you can control noise in the home through the use of furnishings.	<u>Language Arts</u> Comparing Follow plans Research Vocabulary Write reports	Heating devices Lighting devices Synthetic products in the home
D. The home engineer is a special kind of scientist who applies the discoveries of scientists in many other fields in practical, useful ways.	--Tell what curtain materials you would choose for windows if you want them opaque, translucent, or transparent.	<u>Science</u> Heating and lighting Inventions Scientist--home engineer Synthetic products	<u>References</u> Ginn and Co., <u>What's Good Furniture and Buying Appliances</u> Garrett and Metzen, <u>You Are A Consumer</u> Linden and Selzer, <u>You, The Consumer</u>
E. Many synthetic products are being used in the home as a replacement for, or as a supplement to, the natural products.	--Discuss the synthetic products used in the home. What products have they replaced, and are they better than the natural ones? If not, why use them?	<u>Social Studies</u> Homes reflect world conditions Inventions Mass production World housing	
F. New kinds of heating and lighting devices have improved the conditions under which we live.	--Discuss how a house is lighted by direct and indirect lighting. How is light measured?		
	--Mirrors are supposed to make a room appear larger. How is this possible?		
	--Do light and dark colors on the walls have any effect on appearance, temperature?		
	--Why are houses in hot climates of different designs and lighter colors than in cooler climates?		

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
G. Mass production of houses has made it possible for more people to have better housing.	--Discuss heating the home--types of heaters; pictures of heating devices; ways to prevent fires.		Films "The Littlest Giant," Association Films
H. Furnishing the home can enable the family to use the members' creative abilities to provide comfort and enjoyment for all.	--Investigate the solar stoves that are being used for cooking in tropical countries. --Discuss ways of cooling homes in summer--insulation, trees, fans, roofs overhand, etc. --Demonstrate the three methods of heat transfer as they relate to the home: conduction--metal for cooking utensils, handles, radiators convection--refrigerator and storage of food radiation--boiler of the stove		"The Owl Who Gave A Hoot," Modern Talking Picture Service

III. CARING FOR OUR HOMES

A. Safe homes make a safe community. Safety requires the cooperation of every person. Special occasions require special safety cautions.	--Tell how to care for products in the home that are made of wood and other materials. --Collect pictures of home situations and discuss safety rules to observe. --Explore the home for safety hazards. Discuss with parents how they can be eliminated.	Health Cleanliness Safety Sharing	Picture Collection Safety in the home
B. Many skills are necessary for the efficient management of the home.	--Discuss the importance of following directions to avoid accidents around electricity.	Language Arts Cooperation needed for safe homes Follow directions to avoid accidents Routines	
C. An understanding of scientific principles can contribute to the wise care and most efficient use of the home and its furnishings.			

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

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Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
D. Electricity runs many of the machines in our homes. Machines save time and energy. The machines today are combinations of a few simple machines.	--List ways electricity has helped you, and your family, during the day. How were these things done in the past?	<u>Language Arts</u> Write reports Research	<u>References</u> AHEA, Money Might-- Learning Package #1013 Saalbalk, The Consumer and the American Economy Taylor, My Allowance and How I Use It Household Finance, When You Spend, When You Shop, When You Use Credit
E. People use money for different reasons in different countries.	--Have children make a list of the conveniences which they enjoy. Have the parents scratch off what they didn't have as children and then have grandparents do the same. Discuss the changes that have been made.	<u>Science</u> Air--atmosphere, gas stove Chemical action in home care Electricity--circuits	<u>Films</u> "The Owl Who Gave a Hoot," Modern Talking Picture Service "The Littlest Giant," Association Films
F. A financial plan and the ability to choose wisely are necessary if people are to get the most value for their money.	--Discuss the use and care of machines in the home. Give a food demonstration using some of the machines.	Gas Heating and cooling Home management Machines, tools Safety	<u>Filmstrips</u> "Babysitting--The Job, The Kids," Guidance Associates "Getting More For Your Money," Educational Manpower, Inc. "Be Credit Wise," and "Your Money and You," Household Finance "Learning To Be a Wise Consumer," Guidance Associates
G. Children who share in the responsibility of caring for the home are better able to enjoy the privileges and satisfactions of the home.	--How have power machines helped to give more leisure time? --Find out the horsepower ratings of household appliances. What does this mean? --Why is it necessary to defrost the refrigerator? Why does frost form? How can it be prevented? How are new refrigerators being made to have automatic defrosting? --Study the gas stove. How does air get into the burner? --Discuss ways that heat is helpful and harmful. --Demonstrate cleaning silverware by chemical action.	<u>Social Studies</u> Attitudes Community and home safety Financial plans Family roles Interdependence Money used for many purposes	

HOUSING EXPERIENCES IN HOMEMAKING

GRADE SIX

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>IV. HAVING FUN IN THE HOME</u>			
A. The family should enjoy its home. Efficient work habits and shared responsibilities should result in more time for family fun.	--Arrange flowers and leaves for home in Japanese manner. --Do time and motion studies to develop more efficient work habits around the home. Choose studies dealing with jobs done by the pupils in their homes.	Art Arts and crafts Home decorations	References Meyer, <u>Stitch by Stitch</u>
B. The family should plan its fun around the home. It should be a place where friends are welcome and where they enjoy coming.	--Investigate popular magazines to see how they help the family with work habits. --Tell about a home you like to visit because you have such a good time there. What makes this home so pleasant?	Health Family fun Friendships Hobbies Leisure time Sharing Work habits	Films "Families," N.J. Dept. of Health
C. With the increase in leisure time, families will have more time for creative interests.	--Learn to do some creative work-- foods, clothing, needlework, painting--that is good for leisure time hobbies. --Make a list of things families can do together as they have more leisure time. --List family goals and priorities.	Social Studies Family life Leisure time Sharing Social life	

Some Basic Understandings	Some Suggested Experiences	Integration Possibilities	Some Suggested Resources
<u>V. LEARNING ABOUT THE HISTORY OF HOMES</u>			
A. The people of the U.S. have a responsibility for helping to improve the housing conditions of the people in other parts of the world.	--Ask parents about the inventions or discoveries in their lifetimes. What changes have been made? --Investigate and discuss how products of other countries are helping us today.	<u>Health</u> Housing and health Responsibility for needs of others Sharing World health	
B. Modern conveniences now are replacing many jobs formerly done by servants.	--Investigate people in other countries live and care for their homes. Why do Americans enjoy visiting in these countries on their vacations?	<u>Language Arts</u> Dramatization Letter writing Research Use reference sources	
C. Through the study of housing, people will be better able to understand and appreciate each other.	--Investigate the organizations that are at work to help people of other countries with their housing problems.	<u>Science</u> Conservation Environment Inventions and modern conveniences World housing	
		<u>Social Studies</u> Appreciation and understanding Contribution to civilization Interdependence People and their problems World family	

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3175 J.F. Kennedy Blvd., Philadelphia, Pennsylvania 19101.

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124 W. 24th Street, New York, N.Y. 10011

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Brook Avenue, Lyndhurst, N.J. 07071.

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Films, Filmstrips, Slide Presentations, Transparencies

Alexander's Breakfast Secret. Cereal Institute, Filmstrip Kit.

Alice in Consumerland. January Productions, 13-00 Plaza Road, Fair Lawn, New Jersey. 07410. 5 Filmstrips with cassettes, K-3 Level, Titles: When There's a Hole In Your Pocket, And This Little Bottle Went to Market, Fables and Labels, Catch a Commercial, When Things Don't Work.

Babysitting-The Job, The Kids. Guidance Associates, 2 Filmstrips with cassettes or records.

Breads and Cereals. Educational Projections Corporation, 2 Filmstrips, 2-5 Level, Titles: Cereals For Breakfast and We Learn About Bread.

Brothers, Sisters, Feeling and You. Guidance Associates, 5-8 Level, 2 Filmstrips with cassettes or records.

Come Aboard the Good Ship Vitamin C. California Agricultural Extension, University of California, 2-6 Level, Slide Set.

Consumer Education for Elementary Grades. Educational Manpower, Inc., Madison, Wisconsin, Filmstrips with records or cassettes, Titles: Choosing What to Buy, Advertising and You, Consumership: Getting More For Your Money.

Consumer Protection Sources. 3M Company, Visual Products Division, Box 3100 A, St. Paul, Minnesota. 55101, Color Transparencies, 4-6 Level.

Consumer Series. Household Finance Corporation, Set of 5 Filmstrips (4 Silent - 1 Sound), Titles: You the Shopper, Spending Your Food Dollars, Your Money and You, Be Credit Wise, Your Wardrobe Dollar, 5-8 Level.

Conversion to Metric System - Order or Chaos: Symposium. AHEA, cassette, tape.

Dairy Products and Other Packaged Foods. Educational Projections Corporation, 2 filmstrips, 2-5 Level, Titles: We Visit a Dairy and Jars, Cans and Packages.

Disappointment: A Day That Didn't Happen. Guidance Associates, Level 4-6, 16mm Color, 12 minutes.

Discovering Your Personality. Guidance Associates, Level 5-8, 3 Filmstrips with records or cassettes, Titles: Who Are You, Belonging to Groups, Exploring Your Feelings.

Economics. Educational Projections Corporation, 4 Filmstrips, 3-6 Level, Titles: Taxes, Unions, Saving Your Money, Making A Budget.

Ethnic Heritage: A Living Mosaic, J.C. Penney Co. 4-6th (cassette, filmstrip workbook)

Families. N.J. Dept. of Health, 16mm sound with color, 10 Minutes.

Fire, Fabrics and You, J.C. Penney Co. (cassette and filmstrip), 5-6 level.

Fish, Meat and Poultry. Educational Projections Corporation, 3 Filmstrips, 2-5 Level, Titles: Fish for the Dinner Table, Meat for the Dinner Table, We Visit a Chicken Farm.

Food Dollars and Sense. Household Finance Corporation, Filmstrip with Cassette.

Foods and Your Health. Millikin Publishing Company, Level 4-6, 12 transparencies, 4 duplicating masters.

Foods To Help Us Grow. R.M.I. Film Productions, 4916 Main Street, Kansas City, Missouri 64112, Color filmstrip with cassette or record, 9 minutes.

Friends. Educational Projections Corporation, 3 Filmstrips, K-3 Level, Titles: How We Make Friends, Manners Are Important, I Play Alone and With Others.

How Food Becomes You. National Dairy Council, 3-6 Level.

Jealousy: I Won't Be Your Friend. Guidance Associates, Level 4-6, 16mm color, 13 Minutes.

Learning To Be A Wise Consumer. Guidance Associates, 4 filmstrips with Cassettes or records, Titles: Who is the Consumer, Consumer Choices, Buying Wisely, The Two R's: Rights and Responsibilities.

Let The Buyer Beware. Eye Gate House, 146-01 Archer Avenue, Jamaica, N.Y. 11435, 6 Color Filmstrips.

Lonliness: The Empty Tree House. Guidance Associates, Level 4-6, 16mm Color, 10 minutes.

Me, Myself and Drugs. Guidance Associates, Level 4-6, 3 filmstrips.

Nutrition: Foods, Fads, Frauds, Facts. Guidance Associates, 3 filmstrips with cassettes or records, Level 5-6.

Nutrition - What's In It For You. J.C. Penney Company, 4 part filmstrip and cassette (Includes: 14 activity sheets, poster, and gaming activities).

Occupations. Educational Projections Corporation, 3 filmstrips, K-3 Level, Titles: Where Do Fathers Work, Where Does Mother Work and How People Make a Living.

- People Who Create Art. Guidance Associates, 4 filmstrips with cassettes, Level 5-9.
- People Who Organize Facts. Guidance Associates, 4 filmstrips with cassettes, Level 3-6.
- Read the Label - Set a Better Table. Food and Drug Administration, available from Modern Talking Picture Service, 14 minutes, color.
- Safe-Toy Environments. J.C. Penney Company, filmstrip and cassette.
- Sharing Responsibilities. Educational Projections Corporation, K-3 Level, 3 filmstrips, Titles: Our Family At Home, Sharing Responsibilities, The Family Picnic.
- Shoplifting - It's A Steal. General Mills, 16mm sound, 15 minutes, free loan.
- Shopping with Carmen for the Meat group and the Fruit-Vegetable Group. California Agricultural Extension, University of California, slide set.
- Shopping with Martin for the Milk Group and for the Bread-Cereal Group. California Agricultural Extension, University of California, slide set.
- The Consumer Series. Association Sterling Films, 3 Filmstrips, Titles: Our Role As Consumers, Consumers in the Market Place, and Consumers in Action.
- The Food We Eat. American Bakers Association, filmstrip.
- The Littlest Giant. Association Films, color, sound film (cartoon on credit).
- The Munchers - A Fable. American Dental Association, 16mm, color, 10 minutes. Available on loan from Modern Talking Picture Service.
- The Owl Who Gave A Hoot. Office of Economic Opportunity, 15 minutes, color, 16mm, Free loan from Modern Talking Picture Service.
- The Price Is Right or Is It? Urban Media Materials, Inc., Fresh Meadows, New York, 11365, 4 filmstrips with cassettes.
- The Role of Consumers. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036, 3 filmstrips, color cartoon, 20 minutes.
- Uncle Jim's Dairy Farm. National Dairy Council, 16mm.
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Dept. of N.E.A., 1201 Sixteenth Street, N.W., Washington, D.C.
20036
- American Banker's Association, 1120 Connecticut Avenue, N.W.,
Washington, D.C. 20036.
- American Book Company, 300 Pike Street, Cincinnati, Ohio. 45202.
- American Dental Association, 211 East Chicago Avenue, Chicago,
Illinois. 60611
- American Home Economics Association, 2010 Massachusetts Avenue,
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- American Fruit Growers, 112 E. Seventh Street, Los Angeles,
California.
- American Institute of Baking, 400 E. Ontario Street, Chicago,
Illinois. 60611
- American Sheep Producer's Council, Inc., 200 Clayton Street,
Denver, Colorado. 80260
- American Spice Trade Association, 350 Fifth Avenue, New York, N.Y.
- American Textile Manufacturer's Institute Inc., 400 S. Tryon Street,
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- American Toy Institute, 200 Fifth Avenue, New York, N.Y.
- American Wool Council, Dept. WE-175, 200 Clayton Street, Denver,
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- Appleton Century Crofts, 29-35 West 32nd Street, New York, N.Y.
- Armour and Company, Public Relations Department, Union Stock Yards,
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- Association Films, Inc., 600 Grand Avenue, Ridgefield, N.J. 07657
- Association For Childhood Education International, 3615 Wisconsin
Avenue, N.W., Washington, D.C. 20016
- Benefic Press, 1900 N. Narragansett, Chicago, Illinois
- Best Foods Division, 1137 West Morris Street, Indianapolis,
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Butterick Publishing, 2900 Beale Avenue, Altoona, Pennsylvania. 16603
Campbell Soup Company, 375 Memorial Avenue, Camden, New Jersey 08101
Carnation Company, Home Service Department, 5045 Wilshire Boulevard,
Los Angeles, California 90036
Cereal Institute, 135 South LaSalle Street, Chicago, Illinois 60603
Children's Press, Jackson Boulevard and Racine Avenue, Chicago,
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Churchill Films, 662 North Robertson Boulevard, Los Angeles,
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Cling Peach Board, 1 California Street, San Francisco, California. 94111
Coats and Clark Inc., Educational Mail Department, P.O. Box 383,
Fair Lawn, N.J. 07410
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Service, U.S. Dept. of Agriculture, Washington, D.C.
Cooperative Extension Service, Rutgers University, New Brunswick,
New Jersey 08901
Coronet Films, Coronet Building, Chicago, Illinois.
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David C. Cook Publishing Company, 850 North Grove Avenue, Elgin,
Illinois 60120
Dole Pineapple Company, Department 15, Fifth and Virginia Streets,
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Educational Manpower Inc., Box 4272-E, Madison, Wisconsin. 53711
Educational Projections Corp., 3070 Lake Terrace, Glenview,
Illinois 60025
Encyclopedia Britannica Educational Corporation, 425 North Michigan
Avenue, Chicago, Illinois 60611
E.P. Dutton and Company, 201 Park Avenue S., New York, N.Y.
Evaporated Milk Association, 228 North LaSalle Street, Chicago,
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Family Circle, 488 Madison Avenue, New York, N.Y. 10022

Fearren Publishers, 6 Davis Drive, Belmont, California.

Federal Trade Commission, 26 Federal Plaza, New York, N.Y. 10007

Florida Citrus Commission, P.O. Box 148, Lakeland, Florida 33802

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Office, United Nations, New York, N.Y.

Food and Drug Administration, 5600 Fishers Lane, Rickville,
Maryland. 20852

Food and Nutrition Service, U.S. Department of Agriculture,
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French Company, 1 Mustard Street, Rochester, N.Y.

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Fremont, Michigan 49412

Golden Press, Inc., 850 Third Avenue, New York, New York

Grand Union Company, 100 Broadway, Elmwood Park, N.J. 07470

Green Giant Company, 5601 Green Valley Drive, Minneapolis,
Minnesota. 55437

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1885 Neil Avenue, Columbus, Ohio 43210

Instructor Publications, Dansville, N.Y. 14437

Institute of Life Insurance, 277 Park Avenue, New York, N.Y. 10017

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Johnson and Johnson Company, 501 George Street, New Brunswick,
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Kellogg Company, Department of Home Economics Services, Battle
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Kirsch Company, Department SP-1172, Sturgis, Michigan 49091

Kraft Foods, Educational Department, Dept., W., P.O. Box 6567,
Chicago, Illinois 60680

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Lenox China, Trenton, N.J. 08605

Libbey Glass, P.O. Box 919, Toledo, Ohio 43693

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MacMillan Company, 866 Third Avenue, New York, New York 10022

Man Made Fiber Producer's Association, 1150 17th Street, N.W.,
Washington, D.C. 20036

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Washington, D.C. 20009 Publications Department.

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Metropolitan Life Insurance Company, 1 Madison Avenue, New York,
New York 10010

Modern Talking Picture Service, Inc., 2323 New Hyde Park Road,
New Hyde Park, New York 11040

Nasco, Fort Atkinson, Wisconsin 53538

National Canners Association, 1133 20th Street, N.W. Washington,
D.C. 20036

National Cotton Council, Box 9905, Memphis, Tennessee

National Dairy Council, Inc., 111 North Canal Street, Chicago,
Illinois 60606
(Southern N.J. - 1225 Industrial Highway, Southhampton,
Pennsylvania, 18966
Northern N.J. - 172 Halsted Street, East Orange, N.J. 08019)

National Live Stock and Meat Board, 36 South Wabash Avenue,
Chicago, Illinois 60603

National Soft Drink Association, 1101 16th Street, N.W.,
Washington, D.C. 20036

Nestle Company, 2 Williams Street, White Plains, New York.

New Jersey Department of Agriculture, John Fitch Parkway, Trenton,
New Jersey 08625

New Jersey Department of Health, Box 1540, Trenton, N.J. 08625

Nutrition Education Specialist, Cooperative Extension, 325 Morgan
Hall, University of California, Berkeley, California 94720

Nutrition Foundation, Inc., 99 Park Avenue, New York, New York 10016

Owens-Corning Fiberglass Corporation, Inquiry Desk, Fiberglass
Tower, Toledo, Ohio 43601

Pan American Coffee Bureau, 120 Wall Street, New York, N.Y.

Paul S. Amidon Associates, 5408 Chicago Avenue, South Minneapolis,
Minnesota 55417

Pillsbury Company, 1177 Pillsburg Building, Minneapolis, Minnesota
55402

Prentice-Hall, Inc., Englewood Cliffs, New Jersey

Procter and Gamble, P.O. Box 14699, Cincinnati, Ohio 45214

Quaker Oats Company, Chicago, Illinois 60654

Ralston Purina Company, Checkerboard Square, St. Louis, Missouri 63188

Rand McNally Company, 8255 Central Park Avenue, Skokie, Illinois.
Random House, Inc., 457 Madison Avenue, New York, New York.
Rice Council, P.O. Box 22802, Houston, Texas 77027
Scott, Foresman and Company, 19 Pollitt Drive, Fair Lawn, New Jersey
Sears Roebuck and Company, Consumer Information Service, Sears Tower,
Chicago, Illinois 60611
Simplicity Pattern Comapny, 200 Madison Avenue, New York, N.Y. 10016
Simon and Schuster, 630 Fifth Avenue, New York, New York
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Central Station, New York, New York 10017
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Stokely-Van Camp Company, Home Economics Department, 941 N. Meridian
Street, Indianapolis, Indiana 46206
Sunkist Growers, Consumer Service and Nutrition Research, P.O.
Box 2706, Terminal Annex, Los Angeles, California 90054
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Swift and Company, Agricultural Research Department, Union Stock
Yards, Chicago, Illinois
Thomas J. Lipton Company, Hoboken, New Jersey.
To-Sew, P.O. Box 974, Malibu, California 90265
Touch and See, P.O. Box 794, Palos Verdes Estates, California 90274
Trend Enterprises, P.O. Box 8623, White Bear Lake, Minnesota 55110
T.S. Denison and Company. 5100 West 82nd Street, Minneapolis,
Minnesota. 55437
Union Carbide Corporation Research Center, P.O. Box 363, Tuxedo,
New York 10987
Uni Pub Inc., Box 433, Murray Hill Station, New York, New York 10016
United Fresh Fruit and Vegetable Association, 1019 19th Street,
N.W., Washington, D.C. 20036
United States Committee for UNICEF, 331 East 38th Street, New York,
New York. 10016

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Health Service, National Institute of Health, Bethesda,
Maryland 20014.

Van Nostrand, Reinhold Company, 450 West 33rd Street, New York,
New York 10001

Viking Press, 625 Madison Avenue, New York, New York.

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Illinois 60606

RESOURCES AVAILABLE THROUGH THE ELEMENTARY
HOMEMAKING PROGRAM

I. Teaching Units

The homemaking teacher is prepared to assist the classroom teacher with the implementation of consumer and homemaking learnings supportive to the elementary curriculum. Because of her home economics training she has scientific and technical information which is helpful in planning and executing these different units. Included among these are:

Foods and Nutrition:

Foods for health-snacks, tasting parties, animal feeding experiments, body requirements, meal planning.
Food chemistry
Food habits and customs
International foods
Food sources, value, preparation
Foods of different seasons, areas, countries
Outdoor cookery
Recipe study
Marketing
Table setting
Entertaining-class parties
Equipment in the kitchen-proper use and care
Holidays-foods, gifts, customs
Safety and sanitation

Clothing:

Fabric construction-spinning, weaving
Needlework-knitting, crocheting, embroidery
Gifts
Sewing equipment-proper use and care
Costumes-history, construction
Care of Clothing
Choosing clothing
Personal appearance

Family Life:

Family life-United States and other countries
Family customs
Family relationships
Colonial times
Indian life-foods, customs, arts
Appreciation of the roles of family members
Community services
Care of the baby and young child
Child development
Allowances
Budgets
Leisure activities
Home care and responsibilities

Housing:

- Art and the home-flower arrangements
- Color and design
- Home decoration
- Equipment in the home-proper care and use
- Buying
- Comparative shopping

II. Picture Collections

Pictures become an important part of the teaching unit when real objects are not available. To be of most value in teaching, the pictures should be new to the children. This eliminates their use as wall decorations. Suggestions for picture collections include:

Food:

- Children-well nourished and poorly nourished
- Seasonal fruits and vegetables
- Food for: gifts, holidays, different meals, seasons, snacks
- Food from other countries both past and present
- Food groups and nutrients
- Food sources
- Machines used in the kitchen both past and present
- Places of food storage

Family Life:

- Children and emotions
- Adults showing different emotions
- Community helpers
- Family life in different periods of history
- Family members and their roles
- Family problems
- Friends and their relationships
- Homes and families of other countries

Housing

- Machines in the home - electrical, gas, microwave
- Family fun both at home and away
- Homes of yesterday and today both here and in other countries
- Safety in the home

III. Exhibits

Collections of real objects available to the teacher as the need arises do much to enrich the homemaking experiences. Suggestions for such collections include:

- Chocolate products both loose and in characteristic packaging
- Grains - loose or packaged
- Grooming Aids
- Varieties of nuts

Spices - natural forms and marketed forms
Cookbooks
Grinding equipment
Measuring equipment
Sample sewing projects
Textile samples
Sewing equipment
Sewing stitches
Needlework projects
Needlework stitches

IV. Games

Educational games have become an integral part of the school curriculum. As a respectable and effective method of teaching, games can be a stimulating way to enrich and reinforce basic facts and concepts. Games can:

- provide opportunity for the student to learn to interact with others
- increase interest and motivation
- make learning more fun
- help the student experiment
- help develop reasoning power
- provide opportunity to identify and encourage creative thinking
- help the student experience success
- make the learner an active participant

Some games that can be used in the homemaking and consumer education classroom are described below:

Nutrition Bingo - involves classifying foods into the four food groups.

1. Each card may be made from half a sheet of 9 x 12 construction paper. Make four columns and label each with the name of a food group. Fill in squares in each column with names of foods in that group. All foods used should also be written on slips of paper to be used by the caller. Be sure no two cards are identical.
2. The teacher calls names of foods from slips of paper drawn at random. Bingo must be horizontal or diagonal - one food from each group - so that the foods will represent a balanced meal.

Mystery Box - involves an opportunity for recognizing foods.

1. Construct mystery box with a lid with a hole in it large enough for a hand to fit through.
2. Place one or more foods inside for children to feel and guess its identity.

3. Serves as a means to introduce each food groups; or serves as a way to introduce foods which are unfamiliar.

Food Walk - is an exercise in recognizing foods.

1. Place the pictures on the floor, forming a large circle. Secure with squares of clear paper or laminate. There should be one picture for each student in the group. Additional squares may be included which say, "Sorry, not this time."
2. Play music or make some type of noise that can be started and stopped at your will. Ask children to form a circle, each child on a food picture.
3. Play music; children march while music plays. Children stop when music stops. Draw a slip of paper out and call off name of food. Whoever is standing on that food is winner.

It's In The Bag - can be played as a relay for two teams, or as a paper and pencil game for individuals. Sewing items or food preparation items are pulled from a bag, one at a time, for players to identify with the proper name. If played as a relay, a player from each side would try to identify the item. The first to identify it properly makes a point. The other does not. Team with the most points wins.

What Am I Advertising? - is a guessing game that teaches students awareness of advertising plans factors in judging advertising. How to Play the Game: Collect a variety of ads from newspapers and magazines, one for each student if possible. Try to find both good and bad advertisements. Pin an ad on the back of each student, asking them not to tell one another what their ad is for. One at a time, have each student go before the class and try to guess what she is advertising. She may ask for clues, is allowed a limited amount of time and at the end, must remove the ad from the back and judge it, telling good and bad points.

Dingbat - teaches recipe measurement equivalents. For example: $1/4$ cup = 4 Tbsp. It is adapted from the Old Maid card game. Make a deck of 39 cards - 19 pairs of measurement equivalents, and 1 Dingbat card. Two to six may play. The object of the game is to find equivalent - not matching - pairs of cards and discard them. Example: 3 teas. = 1 Tbsp.

1. Shuffle cards and deal until all are distributed.
2. Players look at cards and place equivalents in center face up, in a pile. These pairs are out of the game.
3. Dealer now draws a card from the player on his right. If it is equivalent to a card in his hand, he discards the pair; if not, he keeps it. The next player draws and so on.

4. The game proceeds until all pairs are matched, leaving the Dingbat card in one player's hand. He is the loser.

Don't Panic - teaches emergency substitutions in cooking. Prepare a deck of cards exactly like Dingbat except use substitutions in place of measurement equivalents. Proceed as in Dingbat. The last person holding a card will have the Panic card. He is the loser.

Yard Bird - teaches fabric measurements. Example: $1/4$ year = 9 inches. Follow directions for making Dingbat cards except put fabric measurements on them. The deck contains 19 pairs and 1 Yard Bird card. Play like Dingbat trying to find equivalent pairs of cards. The last person hold a card will have the Yard Bird card. He is the loser.

Complaints and Cures - teaches that food needs may change due to environmental and disease conditions. The class is divided into two groups. Players in Group I are numbered and given the names of nutrition-related health problems, for example: anemia, underweight, acne, night blindness, etc. Players in Group II are given numbers only. On signal, the teacher calls out a given number and the child in Group I stands and gives the names of the health problem. The child with the corresponding number in Group II must stand and call out the name of a food which would be a good choice to alleviate the condition.

Food Hunt - teaches that the Basic Four is a food guide which can be used to help us choose the kinds and amounts of nutrients we need each day.

Have cardboard food models separated into the Basic Four food groups and located on four separate tables in various parts of the room. Give each child a plastic bag and a list of ten foods. At a signal, each child runs to collect his foods from the appropriate tables. The child who finishes his shopping first, wins.

The Nutritional Stoplight - teaches that a wide variety of food is available to most of us; some of these foods are very nutritious and others are not. Knowing more about foods helps us choose a good diet.

1. Use three shoeboxes and glue them together to look like a stoplight. Put a large circle on each box - one green, one yellow and one red. Cut a slit in each circle through the box.
2. Using food models or food pictures, have the class identify each picture, why it is important to each or why it should not be eaten. You could also discuss how it grows, what part of the plant it comes from or how to prepare it.

3. Have the class decide whether it should be put in the slit on the green light (a healthy, nutritious food), yellow light (so, so) or the red light (No nutritional value).

4. For competition, the class could be divided into teams.

Who Am I? - teaches that a wide variety of foods may be used to make up our daily diet, each with its own characteristics. To play, pin a picture of a food on the back of each student. Have the class mingle and each student tries to learn his identity by asking questions about himself. All questions can only be answered by yes or no.

Basic Four Countdown - teaches that the basic four is a food guide that can help us choose the kinds and amounts of nutrition we need each day.

Play Basic Four Countdown as you would Beast, Bird or Fish. "It" will call out a food, point to someone and count from one to ten. The person must answer with the name of the basic four food group - cereal, meat, dairy, or fruit and vegetables. Failure to answer results in being "It."

Basic Four Toss - teaches about the basic four food groups. Cut a twenty-four inch square from one-fourth inch plywood board, cutting out four large holes (two over two). Each hole represents one part of the basic four. Make four bean bags. Label each hole, with one of the four food groups. Each child stands about four feet from the board and throws the bean bags - one at a time. Child one throws his first bean bag, then child two, and so on until everyone has had one turn. Then, each child takes his second turn and so on until all four turns have been taken. The teacher should keep score. The object of the Basic Four Toss is to toss one bean bag into each of the four food groups.

Nutrition Fishing - teaches that many kinds and combinations of food may be used to lead to a well-balanced diet. Tape paper clips to the back of food models or pictures of food. Using a dowel or stick and a string, make a simple fishing pole. Put a small magnet on the end of the string. For a pond, use a bowl.

Have the students fish for balanced meals. The magnet will attract the paper clips. Allow enough turns so each student can catch a nutritionally adequate meal. Food of various ethnic groups may be included.

Vitamin Toss - illustrates that foods contain certain nutrients. The object of this game is to reinforce knowledge of the main nutrients found in various foods.

Make bean bags in the shape of various foods. Make a face on a flat board with a large hole for the mouth. Each child wins a toss with the bean bag when the food has been named and the main nutrient it contains.

What's Your Group? - is useful in working with the basic four. Collect pictures of food and mount them on construction paper. Give each student a picture and have him decide in which group the food belongs.

Spellbound - illustrates that a wide variety of foods is available and many combinations of these foods can give a balanced diet.

The first player selects a category from the four food groups. He selects and spells a word in this category. His opponent, in turn, must select and spell another word which begins with the last letter of the word just spelled. The players continue until one can not think of a suitable word.

Basic Four Scramble - teaches that the basic four is a helpful daily food guide.

The room is divided into four sections. Each section is labeled one of the "Basic Four" food groups. Each child is given a food picture and at a given signal, the children run to the correct food group.

Food Bee - can be used as a review of any concepts previously learned.

This is an adaptation of the "spelling bee." Divide the class into two teams. The teacher asks a question of each student in turn. If the student misses, he sits down. The last student left standing is the winner.

Toss a Fact - can be used to review old facts. Make a yarn ball. The teacher can call the name of a nutrient out (or some other piece of information.), and then toss the ball to someone. That person has ten seconds to call out the answer (a food which is a good source of the nutrient).. Failure to answer results in being "it." "It" then tosses the ball and a question to someone else.

Coffeepot - teaches that foods contain specific nutrients, each of which has a definite function in the body. One person leaves the room. The rest of the class decides on a given nutrient such as iron. When "it" returns to the room, he moves from one student to the next, each of which makes a statement regarding the nutrient and substituting the word "coffeepot." Coffeepot is found in raisins. "It" guesses what Coffeepot it. When the word is guessed, the student who made the last statement becomes "it." Names of foods may be used instead of nutrients.

Nutrition Squares - is an adaptation of the TV game "Hollywood Squares." Nine students are selected to serve as the panel. Two other students are the contestants. The teacher is the moderator. Questions are prepared ahead of time. One contestant chooses a member of the panel to answer a question. The moderator asks the question and the panel member must give an answer. The contestant determines whether the answer

is correct or not. a correct decision by the contestant is worth five points, an incorrect one loses five points. The first contestant to win fifty points is the winner.

Question Box or Simulation - Type up several situations in any category you wish. Place cards in a box with a slit in the top. Each student draws a situation and is required to solve it. After each response, open the discussion up to the whole class.

Nutriword - can be used to review any nutrition concepts. This game is an adaptation of the "Password" TV game. The words to be guessed will depend on the objective of the teacher. The class is divided into groups of five, including a moderator, two students to give clues and two students to guess answers. Those giving clues receive a word from the moderator and try to lead the others to guess it by providing one word clues related to the topic. A time limit is agreed upon.

Twenty Questions - can be used to review any concepts. Adapted to any topic from the radio program, "Twenty Questions." For example: One person assumes the role of a nutrient while the others ask questions which may be answered only by Yes or No. Until they guess the person's identity or until twenty questions have been asked.

Carbohydrate, Fat or Protein - reinforces nutrition concepts. Play as you would Beast, Bird, or Fish. "It" call out a food and counts to ten as she points to someone. That person must say Protein, Fat or Carbohydrate, in time or become "it."

Let's Go On A Picnic - teaches that a given nutrient is usually found in a variety of foods. Let's Go On A Picnic may vary with the topic of the day. With the discussion of fruits, it might be a Vitamin C picnic. The first member says, "I'm going to take oranges." The next person repeats what has been said and adds another source and so on until all important sources have been named. A second example might be a protein picnic. Can also be used with food groups, or types of utensils.

Consumer Tic-Tac-Toe - helps in reinforcing consumer skills. Set up a large tic-tac-toe gameboard and write a yes or no question in each box. For example: Is the unit price stamped on cans? Each contestant or team is assigned the symbol "X" or "O." When one team answers a question correctly, the "X" or "O" was clipped on that square. The first team to place three of its symbols in a row wins.

Consumer Concentration - introduces consumer teams and definitions. Modeled after the TV game show, Concentration, two 18 X 24 inch cards were stapled together. Then, numbered window flaps that lifted up to reveal words underneath were cut out.

Consumer words and definitions were hidden beneath the flaps. The object of the game was to match the words with the appropriate definition. For example: The bank charges for money we borrow matches interest. Correct answers are printed on the back of each game board to assist helpers. Four games boards allow eight teams to play at once, two to each board.

I Want or I Need - helps students distinguish between a need and a want. The class is divided into two teams. Objects, or pictures are held up one by one and students who can not identify an object as either a need or a want are eliminated.

Consumer Maze - A hidden word search using a string of alphabet letters containing hidden words, such as budget, money, bait and switch, and credit. Students must find these words.

The game can be played with a set of small folded cards, with one of the words in the maze on top and the definition written inside. Each student draws a card, finds the word in the maze, then defines it. If the definition is correct, he covers the word in the maze and keeps the folded card. If the definition is wrong, he returns the card to the deck. The student with the most cards at the end of the game wins.

Spice and Herb Roulette - familiarizes students with the distinction between spices and herbs and helps them become familiar with which spices and herbs are used in which dishes.

1. Make a roulette wheel out of a large piece of cardboard. Print the names of spices and herbs around the edge of the wheel perpendicular to the edge. Laminate. Attach to the board or wall. Place an arrow on the wall at the side pointing to the wheel.
2. Spin the wheel and when wheel stops, first player answers two questions about the spice or herb that the arrow points to. Is it a spice or an herb? and Name a food or dish in which the spice or herb is used.

The class may be divided into two teams and receive points for correct answers.

Shopping For The Best Price - acquaints students with the value of comparison shopping. Use this game as part of an introduction for discussion.

Place 20 pictures of appliances (or other products) cut from newspapers and magazines and mounted on construction paper on the board.

Have 40 price tags prepared with prices printed on them. The object of the game is to correctly match the prices to the appliances. Each student selects a price tag from the

shopping bag and attaches it to the picture of an appliance. After all appliances have been priced, check the answers. The class could be divided into teams and the team with most correct answers wins.

What Food Is It? - helps students become aware of the origin of foods which we eat today. Students acquire an appreciation of various foods from learning something about their history. The class is divided into three or four teams. Each team captain needs a pencil and piece of paper. Prepare 3 x 5 index cards. Each card contains four clues about a food. The clues are written so the most difficult clues are first. (Information for clues can be obtained from encyclopedias).

The teacher reads clue 1. The team discuss and come to a decision at which time the captain will write the name of a food on the paper. The teacher checks with the captains. If a team has the right answer, the teacher will give that team four points. Clue 2 is read and the same procedures followed with 3 points. Clue 3 is read with 2 points and Clue 4 is read with 1 point. If the team does not guess at all, they receive 0 points. Set a time limit. The team with the most points wins.

A NUTRITION EXPERIMENT USING ALBINO RATS

This teaching unit lasts about eight weeks; however, the interest and results will last indefinitely. Procedures and materials will vary depending upon the available resources of the teacher, school and community.

I. Purpose of the experiment.

- A. To learn the importance of a nutritionally adequate breakfast.
- B. To learn the procedure involved in being a food scientist.
- C. To learn methods for conducting scientific experiments

II. Introduction

- A. As a basic reference, work by the National Dairy Council on nutritional experiments with rats can be used.
- B. The homemaking teacher introduced the topic with a discussion on the different food nutrients, their functions in the body and the food sources of these nutrients. Recognizing the children's interest in experiments, the teacher can explain how nutrition scientists use animal experiments to demonstrate the importance of food for the body. The class can do a rat experiment related to the importance of eating breakfast - a "Breakfast Experiment."
- C. Before beginning the experiment, the class can divide into committees. These committees prepare for the experiment by:
 1. Do research on food nutrients and prepare related charts.
 2. Do research on the nature and characteristics of the albino rat which can be used in the experiment. They can also learn how to care for and handle the rats.
 3. Make charts for the bulletin board on which they will record the progress of the rats while on the experimental diets.
 4. Collect the equipment needed for feeding and caring for the animals.
- D. A committee can also write to nutritionists, agencies or companies located in or around the community to ask for assistance in obtaining the rats and carrying out the experiments.

It will be an important day when this committee can go to the front door of the school and help carry the animals to the classroom. The big experiment can begin.

III. Procedures and learnings can be best stated in a talk given by a class committee when they visit another class in the school to discuss the experiment and display the rats. This could be the talk.

1. We stated our problem as a question: Why is a good breakfast necessary?"

2. We gathered the necessary equipment for conducting the experiment.
3. We planned how we were going to work the experiment. We put both rats on a good diet for one week; then one was put on the poor diet while the other was kept on the good diet. At the end of six weeks, the rat on the poor diet was put back on the good diet.
4. Each week we carefully observed the rats and recorded reactions to their diets.
5. We kept accurate records of the progress made by the rats.
6. In our conclusion, we were able to show the effects of a good breakfast and of a poor breakfast on the rats - and on our own bodies.

Albino rats can be chosen because their reaction to food is similar to that of man and because their reaction shows quickly since rats grow thirty times as fast as people. The rats are clean and easy to handle if treated properly. They can be named.

One rat was given a good breakfast diet consisting of powdered milk, oatmeal, margarine and water. The second rat was given the poor breakfast diet consisting of coffee and doughnuts.

We observed the rats weight, length, coat and behavior. The rats were weighed on a balance scale. It works like the nurse's scale. The rats were weighed in grams. A gram is a measure of weight used in scientific experiments. We expected the well fed rat to have pink feet, tail, eyes, and nose as well as long, sharp whiskers and fluffy fur. The poorly fed rat would have dry scaly feet and tail, short and dull whiskers and shaggy, dull fur. We kept records of our observations on a graph.

Taking care of the rats was an important job and lots of fun. We took turns cleaning the rats' cages and changing the newspaper. We were responsible for making the rats' diets and for weighing the rats.

We looked forward to putting the rat on the poor diet back on a good diet. He has shown what happen when we don't eat the right food. Now, he can prove that good food can help to make him strong even though he was once sick. He liked the good diet and grew to be a healthy rat even though he never got as big as the other rat. He did get over a bad case of nerves and became good friends with his food scientists.

IV. Materials needed for experiment

- A. Cages and rats
- B. Balance scale
- C. Food containers
- D. Water bottles
- E. Coffee cans to hold rats on scales
- F. Scrub brush and detergent
- G. Supply of both diets

- H. Charts to record progress
- I. Gloves to wear when handling rats

V. Correlation

A. Art

- 1. Charts of nutrients
- 2. Chart showing progress of rats on experimental diet

B. Arithmetic

- 1. Weighing and measuring animals
- 2. Metric system
- 3. Figuring quantities of food for diets

C. Health

- 1. Cleanliness
- 2. Cooperation
- 3. Good diet
- 4. Effect of food on body
- 5. Food nutrients
- 6. Sharing responsibility

D. Language Arts

- 1. Letters of request and of appreciation
- 2. Speeches outlined, prepared, and presented by the children to other classes in the elementary schools. This involved written and oral work.
- 3. Newspaper articles written by committees
- 4. Research
- 5. Vocabulary related to characteristics, behavior, nutrients, system of measurement.

E. Science

- 1. Body characteristics
- 2. Food nutrients and relation to body needs
- 3. Food science - nutrition
- 4. Scientific experimentation

VI. Evaluation

A. Pupil evaluation

- 1. Through the care of animals, children develop a sense of responsibility.
- 2. The children come to understand the necessity for the accuracy and consistency involved in the scientific method.
- 3. The children observe realistically the effect food has on the growth and development of the body.
- 4. The children show a new interest in eating better breakfasts with some influence on other family members.

B. Teacher evaluation

This experiment involves a long period of time plus careful planning and daily work but it can be extremely worthwhile. It can generate an enthusiasm for learning that touches all other areas of the curriculum. The improvement of nutritional habits will be of value to the children all through their lives. The sense of responsibility that is developed while caring for the rats will also be of value. But more importantly the children will be able to state a simple conclusion, "Breakfast is important - we proved it to be true."

A COLONIAL EXPERIENCE - BREAD MAKING

Bread making can be a very successful part of a Colonial America unit for a second, third or fourth grade activity. Bread making gives the children the experience of making a food the colonists made that is not often made this way in today's family. It also gives the eight to ten year old a chance to discover some fascinating scientific facts. The students have the opportunity to experience, realistically, the time and effort involved in such a job. They can better appreciate the colonist's efforts.

The class makes bread and the process is realistic because the children have made it happen. This motivation increases the satisfaction derived from this experience.

I. Introduction

- A. To stimulate interest and generate thinking, introduce the activity by asking some questions on the background of bread making.
 - 1. Where does our bread come from? Who makes it?
 - 2. Who made the colonist's bread? Did bake shops exist in the colonies?
 - 3. What ingredients go into bread?
 - 4. Did the colonists use the same ingredients? What different ingredients did they use? What is a starter?
 - 5. What is yeast? What does it do in the bread?
 - 6. What do some of these vocabulary words mean: knead, rise, yeast, punch down.
- B. Questions like these can be answered in class or by groups after some research. Children can also find examples of bread making in children's literature about the colonial period.

II. The Lesson

- A. The lesson on bread making can be done in four parts during the day. Use any acceptable bread recipe that requires kneading.
 - 1. Make the dough and set it to rise.
 - 2. Prepare the loaves and set them to rise.
 - 3. Bake the bread.
 - 4. Enjoy the results.

- B. It will take all day but there will be long periods of time between steps, when other classroom activities can be completed.
- C. Butter making can also be incorporated as an integral part of this lesson. Shaking heavy cream in a jar will produce very satisfactory results. When salted and stirred and formed into a shape and refrigerated, the children see the amount of effort that goes into changing whole milk into yellow butter. Refer to the National Dairy Council pamphlet, "Let's Make Butter."

III. Correlating experiences:

- A. Relate present methods to colonial period.
- B. Study bread making techniques that are used today commercially. Visit a bakery, if possible.
- C. Relate measuring of ingredients to math concepts.
- D. Stimulate children to try other experiments to show chemical changes.
- E. Study the nutritive value of bread both today and in the colonial period.
- F. Plan a complete colonial dinner and prepare it with bread as part of the menu.
- G. Discuss health, safety and sanitation habits involved in preparing the bread.

IV. Evaluation of experiences as to learnings provided:

- A. The colonists spend much time in making things that can be bought today.
- B. Certain elements provide chemical changes when preparing food.
- C. Food preparation requires safe, sanitary methods.
- D. Foods used in a recipe must be measured accurately to insure a good product, using math skills.
- E. Some of the vocabulary words that are familiar to the children have different meanings in food preparation.

ELEMENTARY HOMEMAKING FACILITIES

The homemaking programs in an elementary school should determine the type of facilities that are needed. Well-planned facilities should increase the effectiveness of the program. However, a good homemaking teacher will be able to carry on an effective program with whatever type of facilities is available in a school.

These facilities could be one of the following types of their modifications:

1. a multiple purpose room in the elementary school
2. a small home unit in a classroom containing a stove, sink, refrigerator, storage cabinets, work tables and portable sewing machines.
3. A portable unit for use in the classroom containing a portable oven, electric hot plate, small equipment and supplies and portable sewing machines.

It is desirable that the homemaking teacher take an active part in planning the homemaking facilities for the school, taking advantage of the help that is available from any of the homemaking teachers and supervisors working in the elementary schools. Some suggestions that might prove of value in helping the school personnel to start their planning might include:

A. The all-purpose homemaking room

1. Might contain from one to four cabinet-sink-range units.
2. Desirable to have these units of varying heights - from standard height (36") to low height (28") to make it more convenient for children of all sizes. If this is not possible, low step stools and work tables should be available for the small children when they are working.
3. A range with two ovens and divided surface burners can be the equivalent of two ranges. It is desirable to have a light in the oven and a window in the oven door. For the low unit (28"), an electric wall oven and two-two plate burners will solve the problem of a low range.
4. Storage cabinets with tote trays provide good storage for student work, displays, sewing supplies.
5. Stainless steel sinks withstand the hard use more satisfactorily.
6. Cabinet doors with locks will solve the problem of unauthorized people using the equipment and supplies.

7. Adequate bulletin boards, chalk boards display areas. Peg board is good on the wall surface between lower and upper cabinets in the stove-sink area.
 8. Portable sewing machines and small sewing supplies
 9. Work tables and chairs of varying heights
- B. A classroom with a small home unit
1. One sink-stove-cabinet unit and a refrigerator
 2. Storage cabinets with locks
 3. Portable sewing machines and work tables with chairs
 4. An area of the room with a rug for discussions and quiet work.
 5. A sink with sufficient hot water
 6. Good electrical hook ups
- C. A portable unit for use in any classroom.
1. A mobile, stainless steel, three shelf, restaurant cart
 2. Two portable electric ovens
 3. Two two-burner electric hot plates
 4. Portable electric appliances - frying pan, waffle iron, mixer, blender, toaster
 5. Small utensils - unbreakable when possible
 6. Portable sewing machines
 7. Baskets for carrying utensils and small supplies
 8. A storage area for all equipment and a refrigerator
- D. Equipment suggestions:
1. Utensils should be of metal or plastic because of breakage.
 2. Old fashioned equipment (butter churn, ice cream freezer, corn popper) for use in homemaking experiences.
 3. Paper supplies are very important because of ease in carrying them to the classroom and in lessening the time spent in clean-up - paper plates, cups, napkins

serving; aluminum foil; brown paper for work tables; plastic trash bags for removal of trash from classroom.

E. Care of equipment and supplies

1. Discuss the procedure that should be followed with the school administration.
2. Enlist the cooperation of the school custodians to help in caring for the facilities. They will be able to help you in transporting supplies from your car to school room and from room to room.
3. Children should be encouraged to help with the care of the facilities.

QUALIFICATIONS FOR AN ELEMENTARY HOMEMAKING TEACHER

The homemaking teacher is regarded as a specialist in home and family living. The homemaking teacher must be able to do an educational experience in family living better than the classroom teacher or there is no reason for the homemaking teacher being there. The qualifications should include:

- A. Ability to work cooperatively with many people.
- B. Personality that appeals to children, teachers, and administration.
- C. A child oriented philosophy.
- D. A comprehensive background in home economics education.
- E. Belief in the value of home economics and consumer education at the elementary school level and the ability to interpret this philosophy to others.
- F. Understanding of the elementary school curriculum, how home economics and consumer education concepts can be integrated into the elementary curriculum, and methods successful for teaching elementary school children.
- G. Being creative, imaginative, curious and adventurous. - doesn't get discouraged easily.
- H. Sense of professional responsibility for the most efficient use of time, equipment and resources.
- I. Capable of handling a flexible type of program, working in many different types of situations, and meeting and working with many different people.
- J. Knowledge of recent and innovative resources, references, and illustrative materials.
- K. Up to date information about equipment and its uses and care.
- L. Pride in being a home economist - must like to work with and for people.
- M. Involved in home economics as a profession - participation in professional organizations and meetings.
- N. A strong conviction to continuously update professional skills with attendance at frequent in-service programs.

HOMEMAKING SCHEDULE

School: _____

Date	Teacher's Name	Time	Experience	Additional time during week, if available
				(Give Name, Time, Ex- perience)

Due: _____

Principal _____

(These schedules may be prepared at the beginning of the school year. They are bound in a pad with a sheet for each school week during the year. The pad of schedules is kept in the principal's office or some other convenient place and teachers may request experiences by "signing up.")

HOMEMAKING EXPERIENCE
PLAN

School: _____ Teacher's Name: _____

Date of Experience _____ Time: _____

Experience desired:

Purpose of experience
and
Learnings to be emphasized:

Number of students to be included:
Number of other people to be included:

Materials to be provided by Home Economics teacher:

Principal _____

(This plan is completed by classroom teacher and sent to homemaking teacher. It is to help with the "communication and planning together" problems.)